

# CHILDHOOD EDUCATION

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# CHILDHOOD EDUCATION

*The Official Journal of the*  
INTERNATIONAL KINDERGARTEN UNION



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The aim of CHILDHOOD EDUCATION will be to present educational material of high standard which will be of special interest and value to those who are concerned with the education and training of young children.

It will emphasize modern thought on the education of children of pre-school or nursery age, kindergarten and lower primary grades; international phases of early education; scientific and experimental work in the interests of children.

CHILDHOOD EDUCATION will afford opportunity for kindergartners and primary teachers to keep in touch with one another through the medium of the International Kindergarten Union, Inc., and the National Council of Primary Education.

Inspirational, theoretical, and practical articles by leading educational authorities and by the members of the International Kindergarten Union, Inc., and the Primary Council; reviews of new educational books and current magazine articles of interest to teachers; and an exchange of practical idea by the everyday kindergartner and primary teacher—are features that indicate the thoroughness and general attractiveness of the periodical.

Through the Journal the International Kindergarten Union, Inc., and the Primary Council will present reports of their meetings and of their committees. News from foreign correspondents, and kindergarten and primary news from all parts of this country, will appear regularly.

(In writing to advertisers, please mention the journal—it helps.)

## Editorial

*"The world is so full of a number of things,  
I'm sure we should all be as happy as kings."*

THE children's joy at Christmas time is in "things," our joy is in the children. What blessing has been ours who have spent happy Christmas seasons with young children in the kindergarten. The magic words "Twas the Night Before Christmas," the thrill of anticipation, the trimming of the tree—there is no more entrancing way of celebrating Christmas. The keynote of the festival in the kindergarten is simplicity. No elaborate mechanical toys, no overloaded tree, smothered in garish garniture, but little, homely presents and flimsy decorations made by children's hands. In this modern world we must bring again to childhood "the gifts of the spirit"—joy and happiness and the spirit of play. Truly it has been said, "Between the demand of business, the superstitious faith in system, the confusion of education with discipline and information, and the neglect of the imagination, the human spirit has become mechanically efficient instead of joyously creative, and has perfected its toys at the cost of its capacity for playing with them." We must remember anew that play is the keynote of the kindergarten; it is the great contribution of the kindergarten to education. We welcome all the science that has come to us from many sources. We welcome the new materials and equipment in our kindergartens. But let us keep these in their place as "tools" and "criterial" Withdrawn from the children we will judge, weigh, and digest. But when we are with them, we will play and become as little children and so enter the kingdom of heaven. To this end, we say with Tiny Tim, "God bless us every one" at this Christmas season.

JULIA WADE ABBOT,  
*Director of Kindergartens, Philadelphia  
Public Schools.*

# The Chevy Chase Country Day School

STANWOOD COBB, *Director*

*Washington, D. C.*

**T**HE Chevy Chase Country Day School was founded in 1919 in order to carry out what is now known as the "progressive method" of education, in which the individual child, rather than the curriculum, is the center of attention. As

a recent writer has put it; the aim of progressive education is personality adjustment. I prefer to state our aim as the all-round development of personality.

From the beginning we carried out a plan which was then somewhat of an innovation, accepting children as young as three, and sometimes even two and a half, for all day care. After a dinner, carefully planned along correct child nutrition lines, a nap is taken, followed by outdoor play.

Some parents were hesitant about sending children so young—feeling that it would seem as if they were neglecting their parental responsibilities. But one

frank mother, a journalist, who handed over to us the care of her two boys, aged two and a half and three and a half, remarked naively, "I am not good at training and disciplining my children. I prefer to put them under those skilled in child training."

The pre-kindergarten children thus sent here for the all day session have in almost all cases been perfectly happy and have thrived in health and improved in general appearance. In the few cases where the full day session did

not agree, a change was made to morning session.

With us last summer in our camp in Maine was a nine year old girl who had been in our school since the age of three. Her health, her poise, her sense of responsibility, her general efficiency, her creative expression in art and rhythmic and dramatics, were a constant source of comment among the summer colony adjacent.



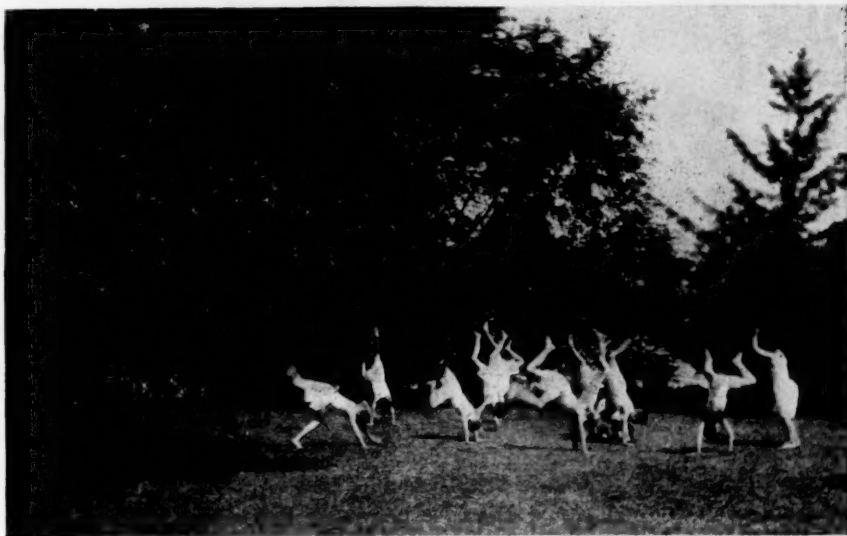
THE CHEVY CHASE COUNTRY DAY SCHOOL,  
WASHINGTON, D. C.

*The Chevy Chase Country Day School was founded by Stanwood Cobb in 1919 in order to carry out the newer methods in education advocated by the Progressive Education Association which was organized by Mr. Cobb the preceding year.*





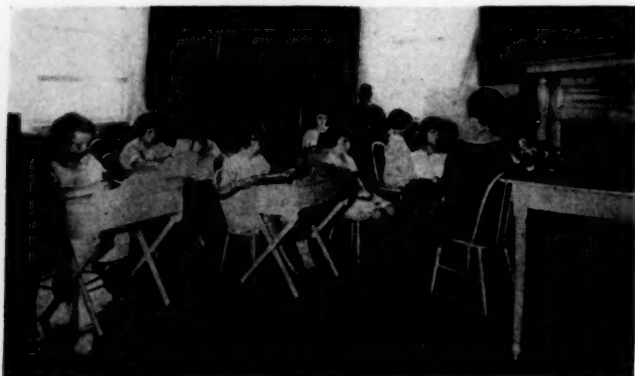
THE GRACE AND BEAUTY OF SPRING ARE EXPRESSED IN THIS PAGEANT  
"THE OLD PIPER AND THE DRYAD"



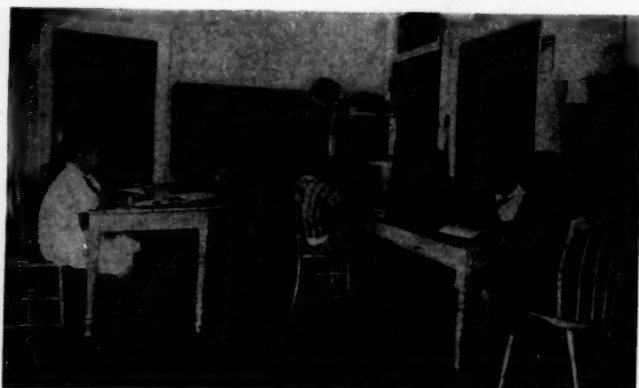
"THERE'S A REASON" WHY THESE BIG BOYS ENJOY DOING RHYTHMS

While I have not yet reached the point of feeling that all children should enter an organized educational group at a pre-kindergarten age, I certainly

In dietary habits young children show a marked improvement when eating with a group. Vegetables which at home have been spurned or eaten only



CONTENTMENT AND CHEERFULNESS IN THE CLASSROOM MEAN HIGHEST ACCOMPLISHMENT RESULTS



THE MARIONETTES SPEAK FOR THE FACT THAT THIS CLASSROOM IS DEDICATED TO WORK THAT IS PLAY

would say as a result of my own experience that most children would benefit greatly by it. *In these days of small families the mother love, too much concentrated on one or two children, may not prove as salutary as is the wise and loving group control under those skilled in child training.*

under constant struggle are submitted to here with little difficulty, and soon the correct habits are formed. The reason for this is that the newcomer sees all the other children eating the necessary vegetables, and it is no longer a question of a contest of will between one child and one adult (perhaps an overfond

parent). We always remark to such a child, who may object to spinach or some other wholesome element of the diet, "Why, *all* the children eat that here!" A glance around the table is sufficient to convince even a sceptic infant of the truth of this statement. Some other child will very likely remark, "Yes. I didn't use to eat spinach, but now I like it."

The value of the group appears very strikingly in such incidents as these. A child who may have found pleasure in contesting a parent's will and direction usually submits with little difficulty to the voice of the group.

Sometimes a child is brought here too late to get value from the group. A very pathetic case comes to mind of a little girl entered at the age of four who was strongly under ego control. She would not submit to the group, would not even harmonize with it in the group activities. As a result the group did what the group always does with young or adult in such a case—it left her in unhappy isolation. After a week of experiment on the mother's part the child was withdrawn because unhappy. The following year the parents brought her again to the school. Her face had a psychopathic pallor. She had grown worse and had gathered more fixations in the year at home. Her struggle against becoming part of the group was now more violent, and the parents gave up the attempt. The poor child's future does not prognosticate for happiness, or mental health. Yet her trouble, I am certain, was purely environmental—the result of indulgence in the home by a mother, an aunt, and a grandmother.

One year, a parent brought to us the problem of his three boys, aged two and a half, three and a half, and five. Their

mother was a professional woman and their care by sundry governesses had met with ill success. "Surely," he said, "an intelligent governess ought to be able to keep three boys happily occupied, with plenty of play equipment indoors and out and a good sized yard."

I pointed out the probability of psychic disharmony among the children. "What they need," I assured him, "is other children, not of the same family, to play with."

When the children were placed in our school I discovered that the oldest and youngest, both possessed of great vitality and will, joined in unmercifully, even cruelly, teasing the four year old, whose face showed an unhealthy nervous pallor and lethargy. It took some time to break up this combination. As soon as the persecuted child was wholly freed, he began to show a spirit of mischief which had been wholly dormant hitherto. It was a sign of returning mental health, and I was delighted to see him indulge in those slight pranks which gave evidence of a normal will and mental energy developing.

In every child there is some personality adjustment to be made. It is this that interests us most. *The ordinary paraphernalia of kindergarten and the daily program are used as means for the development of the child's personality and character, not merely as an educative antechamber to the primary grades.*

After trying the first grade combined with kindergarten and then separate from it, we have returned to the former as the more ideal. In the first grade the average child is not yet ready for much formal work. In the kindergarten room the first-grader can learn to read and write, do the bit of number work required, yet have plenty of time to

continue the handwork, the rhythmic, the group projects and activities which made his kindergarten life happy. Furthermore, there being a wide disparity among coeval children as to emotional maturity and readiness for reading, it is best to be quite flexible, and have an arrangement which makes possible an easy interchange between first grade work and kindergarten activities.

Our second and third grades form a natural transition to the more formal work of the fourth grade. In these two primary grades there is a great deal of oral expression, handwork, rhythmic, and dramatics. The development in personality and mental power and skills in these two grades is something entrancing to watch. When the fourth grade is reached the little child, which Christ said should lead us, is gone. But in the second and third grades it is at the height of its angelic beauty—naïve, loving, suggestible, avid for knowledge, and charming in every way.

We are quite of the opinion that holds in progressive schools, that *the very best teachers should be given to these early years of the child's training*. Certainly teachers with a bit of the angelic in themselves should be the ones to lead these child souls across the threshold of knowledge and emotional stability.

One of the most interesting features of the work of the school is the care of a few resident children. To make a young child happy and contented away from its parents, and at the same time correct the faults which may be undermining its character and mental health, is difficult, and requires tact, persistent effort, and a great deal of love.

I recall a little girl of eight, full of charm and beauty, the adored and

utterly spoiled grandchild of wealthy people. All her life, servants and grandmother had been at her beck and call. It was not easy to bring her under any sense of order or direction. At first it was necessary to overlook many things. Then the other resident children began to complain that she was shown favoritism. They had to be reasoned with and explained to regarding B's past, and the need of patience with her. After a month B was ready to obey or accept without tantrums the alternative punishment of going to her room. What a splendid specimen of humanity she was; possessed of a certain leonine character which gave her great powers of resistance and yet enabled her to accept the inevitable without pettiness.

A type of child much more dangerously bordering on the psychopathic is the boy left, by the death of a self-willed father, to tyrannize over a widowed mother possessed of more sweetness than firmness. Worse still is the boy whom an unwholesome type of mother love clads in a garment of perfection. Just punishment and discipline to such a boy is seen and realized only as persecution; the mother, in all cases of discipline reported to her by her darling, strengthens, by her attitude, this point of view in him.

One realizes, in dealing with all such types of children, that *discipline and love are two wings upon which the child soul can soar toward perfection*; and that with either one of these apart from the other wholesome character growth is impossible. One of the saddest sights in the world is that of the threatening ruin of personality foreshadowed in the very young by wrong parental conditions—a bit of human wreckage that could have been avoided. And on the



"CLOTHES MAKE THE MAN"—EVERYTHING IS CHANGED WITH THE DONNING OF A COSTUME



"ALL THE WORLD IS A STAGE," AND THESE YOUNG ACTORS ARE MAKING GOOD USE OF THEIR SHARE OF THAT STAGE



contrary, one of the greatest joys life offers is the opportunity, which so often falls to the educator, *to salvage a human soul.*

A potent means of character building in a progressive school is some form of self government. We have a partial self government association composed of the upper school above the third grade. It is a constant source of marvel to me to see *the keen sense of justice exhibited by the children in their dealings with one another by means of this tribunal or folk-gemot.* A law and order committee receives written reports of all offences which it renders at the weekly meeting of the assembly. The assembly as a whole acts both as jury and judge, ascertaining the guilt and fixing the punishment by motions made and voted upon. Often a motion that is too severe is voted down and the good sense of the group asserts itself in a more moderate punishment.

The carrying out of the aim inherent to all schools of the progressive type, the all-round development of the child, is aided by a good deal of handwork and craft, by rhythemics, and by music and dramatics. Edward Yeomans, manufacturer, writer on educational reform, and recently founder of the Ojai Valley School in California, lays the greatest stress upon the value of handwork and manual labor in education. Certainly one may perceive many values in it, among which may be mentioned the following: as an aid toward expressiveness and cure of a tendency to introversion; as a wholesome outlet for the kinetic energy of childhood; as a means of acquiring skills which will have both an aesthetic and a practical value throughout life; and last but not least, as a means for giving respect for the labor

of others, thus bridging over the gulf between the manual laborer and the white collar man.

The enjoyment of good poetry leads often to creative effort. The following poems by the younger children of the school show what the child can express when inspiration and opportunity are given.

#### IN DREAMLAND

(7-year-old)

At night when mother puts out the light,  
I go to dreamland—an' there I see wonders—  
Mountains and elves and fairies.

I see them dance, I hear them sing  
And then when the morning's rays peep  
through my window,  
I hear my mother call  
"Get up you lazy bones."

#### A BUTTERFLY

(7-year-old)

I, a butterfly!  
To fly about on blooming flowers.  
Just think!  
I, a butterfly,  
From a brown and warm cocoon!  
To be a butterfly!  
To fly wherever I choose—  
With beautiful wings against the sky!

#### IN THE SPRING

(6-year-old)

The wind through the branches  
Goes rustling around.  
Beauty, just beauty!  
All's pretty around you.  
Beauty, just beauty!  
Beauty's all around you!  
The birds are singing all around you.

Rhythemics is educational in itself. It is given in our school in all grades, to boys as well as to girls. How to get and hold the interest and cooperation of boys above the age of eight has been a problem as difficult in undertaking as it has been happy in solution, the solution

of course being the application to the boys of rhythmic allowing and calling for the expression of virility. One of the greatest joys of my school experience is that of *watching the child expand under the marvelous influence of rhythm—expressing itself and yet subordinating itself in obedience to the order and law and beauty of music.*

Dramatics, too, has vast possibilities. In this school every child has an opportunity for dramatic expression two or three times a year. Each room group takes its turn in giving plays. Once every year a Shakespearean play is given by the children of the older grades. Perfection in dramatic expression is the ideal sought and demanded of every child. Experience has proved what my theory of the child soul had suggested to me, that every normal child is capable of artistic and convincing histrionic performance. I cannot abide the ordinary juvenile performance in which children are allowed to do inartistic work, which is condoned under the assumption that such work is all they have capacity for. On the contrary, no child need do sloppy work in dramatics. Clearness of enunciation, proper slowness of delivery, intelligent interpretation and rendering of the parts, are all within the capacity of the child of sufficient mentality to be in a regular school—no matter what his age or temperament. A year's hard work with a new pupil difficult to awaken to the proper use of his or her native histrionic ability has

frequently resulted in such a child, a second year, doing star work.

I feel impelled to plead with all who direct children's dramatics to: insist on slow delivery; cause the child to visualize the character he is portraying; bring it about that all expression both in acting and delivery shall flow from the child's inner perception of the meaning and relation of things—never imposed from without. Adults are often moved to tears by the sincere, simple, and therefore truly artistic performance of our children. What interests me most in the matter is not the success of the relatively few children who have acted here, but the fact that all children could and should be so acting, and so expanding in soul power. *I have never failed with any child above the moron level of intelligence in producing beautiful and compelling acting.* Therefore I am convinced of what I have always believed, that every child is an artist. Sad it is that life and the world conspire to rob us of these "trailing clouds of glory."

It is the aim of progressive education to save and secure to the child its birthright of creativeness and of joy. And those educators who have the privilege of working with happy children know a delight which adult society rarely affords. It is a fact which I have but recently discovered, that *the desire for adult society grows less and less in me, the more I enter into the lives of these quaint, original, and eminently sincere beings we call children.*

Beauty, like Wisdom, loves the lonely worshipper.

—Oscar Wilde.

# *The Teacher's Responsibility to the Tired Child*

MAX and GRETE SEHAM

*Minneapolis, Minnesota*

SINCE the child spends over one-third of his daily life under the supervision of the teacher, the teacher's responsibility in the recognition and prevention of chronic fatigue must be appreciated. The word teaching can be used in a narrower and in a broader sense. In the narrower sense, it designates the capacity for presenting facts in such a way that on leaving school the child is able to read and write, to understand the meaning of some of the most important phenomena of life. In the broader sense and that is the duty of the modern teacher—it is the ability of the teacher to see the child not merely as a machine to absorb the three R's, but as a biological unit endowed with physical, mental, psychological, and social functions, each of which must be brought to its highest development.

## EFFECT OF DISEASE ON SCHOLARSHIP

Aristotle, as many as a thousand years ago, preached that in order to make a pupil reasonable and wise he must be robust and healthy. Today all teachers are agreed that mental accomplishments and psychic reactions are strictly affected by the child's physical condition. Physical defects such as poor vision or impaired hearing, or organic diseases such as leakage of the heart, may materially affect behavior and consequently

the child's working capacity. Children handicapped physically will abandon their work before it is finished, not because of laziness but in self-protection. Dullness and sluggishness in the classroom may often be the result of constipation, bedwetting, or abdominal pains. To label these children lazy and inattentive only discloses that the teacher is lacking in a fundamental understanding of the relation between health and efficiency.

## EFFECT OF PHYSIOLOGIC DEVELOPMENT ON ABILITY TO WORK

When the teacher speaks of the mental functions of the child she must first look to physiology for suggestion and advice. She must understand the laws of mental development and the physiologic peculiarities pertaining to each age. Like most of the organs of the human body the brain and the higher centers of thinking practically complete their physical growth before the perfection of their functional power sets in. Every motor center in the brain has its definite period of development and if compelled to function, before it has reached maturation, trouble will result. It is therefore, a transgression of the laws of nature to emphasize the training of the finger muscles before the movements of the shoulders, arms, and legs are under control. In years past a system was in

vogue in our kindergartens and primary grades—unfortunately some of our principals and teachers have not yet graduated from it—which encouraged the use of the finest and most delicate implements, such as fine needles for sewing or tiny beads for stringing. The finger muscles of the hands were employed early in the learning to write and the small muscles of the larynx were first used in learning to read. And the girl was forced at an early age into the practice of piano, an activity more complicated than any in the educational curriculum. These and similar tasks were required of the growing child in the old regime neglecting, in the meantime, the development of the large muscles of the trunk, the legs, and the arms. The child was often considered lazy or of perverse will if, because of his natural awkwardness or ready fatigue, he proceeded slowly in his work. It is now agreed by all authorities that neither the muscles of the special senses nor the muscles of the fingers are sufficiently developed at the age of from four to six to perform with safety such work as weaving, knitting, and threading. Efforts to accomplish such difficult tasks lead only too often to acute exhaustion and chronic fatigue.

#### SCHOOLS VERSUS NEEDS OF THE CHILD

The child when ready to enter school is not equipped for serious and sedentary work. His activity is spontaneous and his mental processes have no definite purpose. Nature has mapped out for the young child a life of muscular activity in the open, while modern civilization imposes upon him one of nervous tension and mental work within the confines of four walls. In the public schools the child is kept motionless for

long periods while intellectual stimuli are being showered upon him. His innermost desire is to gratify his impulses for motion, for speech, and rest, as the case may be; and he necessarily suffers if, by his environment, he is denied an outlet for his natural needs. Many weeks may pass before he can adapt himself to this new and artificial life. Some children may never succeed but become inefficient and discouraged. Furthermore, in their attempt at adjustment they may undermine their health. There are many instances in which even the physical growth and development have become permanently retarded. In the kindergarten, the activities assume the form of play, and therefore for the sake of gradual transition it is advisable for all children to go there before they enter the primary grades. And when the primary teachers receive the kindergarten children, they will do well at the start to restrict their demands to a minimum, to tighten the strings of discipline very slowly. It is at the outset that the teacher should heed the admonition of the great scholar Tagore.

"But the school master," says Tagore, "has his own purpose. He wants to mould the child's mind according to his ready-made doctrines and therefore wants to rid the child's world of everything that he thinks will go against his purpose. He excludes the whole world of color, of movement, of life, from his education scheme, and snatching the helpless creature from the mother-heart of nature, shuts it in his prison house, feeling sure that imprisonment is the surest method of improving the child mind." And, continues Tagore, "This happens only because he himself is a grown-up person who, when he wants to educate himself, has to take the deliberate course of choosing his own subject and material. Therefore he naturally thinks that in educating children that kind of choice is good which is exclusive (that children should attain special facts and that they should have a special manner of acquiring facts). He does



not understand that the adult mind in many respects not only differs from, but is contrary to the child mind."

#### TYPES OF CHILDREN

The teacher is confronted in the classroom with different types of children and it is therefore important for him to know the normal child from the abnormal. The normal child sits quietly at his desk, holds his head erect and with strength; the shoulders are in a horizontal line and the back is straight as a rod; there is no frown on his forehead, he holds the pencil firmly in hand and his writing is precise and accurate. The happy, enthusiastic, and interested expression on his face denotes efficiency and normality.

Quite contrary to this is the picture of the tired child. The eyelids droop over eyes which have no luster, but harbor a far-away expression. The lower lids are baggy, giving the impression of puffiness. How badly he sits at his desk. His head is flexed, dropped to one side, and in disregard of all rules for efficient writing the arms and hands rest heavily on the desk. His shoulders droop; his spine is markedly curved. There is no tone nor conscious tension in his always relaxed body. He squirms around in his seat, resting first his chin and then his forehead in his hand. His restless hands keep his hair disheveled and unkempt. Most of the time he twists his hands, cracks the knuckles of the fingers, and bites his nails. If asked to recite he gets up slowly, as if with considerable effort, and while standing shifts from one foot to the other apparently unable to find an easy and comfortable position. He does not hold the book steadily, the longer he reads the further he lowers it. He sighs and yawns. When questioned

about his health he frequently complains of headaches and pains in his legs. In gymnasium work his response to command is reluctant and uncertain; all of his movements lack strength, forcefulness, and accuracy; his endurance is at a low level, and his physical judgment poor. We have only to watch him during as simple an exercise as arm stretching; instead of holding his arms and hands in a straight line, he relaxes the arms and flexes the fingers. At the command "rest," instead of standing still, he shifts from side to side, restlessly and awkwardly.

#### INDIVIDUAL ADAPTATION FOR WORK

To postpone, if not altogether ward off, fatigue in the individual pupil, often rests solely with the teacher. Every child has his own individual adaptation for work. It is up to the teacher to see to it that he spends his energies as economically as possible. There are some children who are unable to perform intricate tasks requiring the co-ordination of the higher brain centers and involving the use of the finer muscles. To force such work on them is sheer folly; the child if excused from these tasks for an indefinite period of time will be better advanced in the end. *We can't chew roast beef unless we have the teeth to chew it with; neither can a child perform certain tasks unless he has the necessary neuromuscular mechanism.* In children the inhibitory apparatus is underdeveloped and unstable, and consequently nervous tensions are easily set up. These tensions drain heavily on the reservoir of energy in difficult tasks or tasks performed at a high rate of speed. Often occurring in the best pupils they usually appear at the end of a session. They can be relieved by a



change in work or by complete rest and play. When the class becomes restless, uneasy, and inattention seems to spread, a short recess may restore order and efficiency. Throwing open the windows and allowing the children to take breathing exercises or substituting singing and manual activities for mental exertion, are excellent remedies for such a situation. There is a great deal to be done in training the unusual child in the economy of his nervous energy. For the child who suffers from emotional extravagance special precautions are indicated. Let the teacher remember that work in school is largely mental and that for better economy and greater efficiency work must alternate with play. Running and jumping, preferably out-of-doors, are most suitable because they involve the use of the large muscles of the trunk and legs, which are kept inert during the lesson periods.

#### HYGIENE OF INSTRUCTION

In the last ten years more attention is being given to the hygiene of instruction. Since the teacher is charged with the seating of the pupils, she must fully appreciate the effect that an ill fitting seat and desk have on posture. If the desk is too high a child will invariably raise his right shoulder while writing. The asymmetry of position and the increased pressure on one side of the body will result in improper breathing which in turn will produce fatigue. Conversely, if the seat is too high, the child, by trying not to fall off the seat, is kept under a constant tension. Sitting with the feet dangling off the floor is an uncomfortable and inefficient position. Tall children experience difficulty by being cramped in between the seat and desk with insufficient room for their

legs. It is especially essential to establish, right from the beginning, correct posture during writing and reading. The chest must not touch the desk and the head should be barely inclined. The feet should not be crossed; neither should they be drawn up under the seat.

When writing with pencil a soft pencil with a well sharpened point must be provided for the child. An H-H pencil is an abomination. And when it comes to using pen and ink only pen holders covered with cork, and not with metal, should be permitted. The pen itself should have a rather broad and soft point.

So much of the writing in the lower grades is done on the blackboard. It is therefore very important to see to it that the blackboards are placed properly so that the words will not appear glazed. To avoid dissemination of dust the blackboards should be erased with a damp cloth, preferably after school hours. *It seems rather strange that in this sanitary age the teachers reward a pupil for good behaviour by allowing him to clean the blackboard.* This is a job for the janitor and not for a child.

It is plain that a teacher who wishes to apply hygienic principles in the classroom must concentrate a good deal of her attention on the technic her pupils use during a reading lesson. To be sure it may be quite difficult to teach them how to sit properly; but the results fully justify the effort. Stress must be laid also on adequate lighting. For the lower grades a reading lesson of no more than fifteen minutes and for the higher grades one hour is the maximum time advised by the American School Hygiene Association. For details regarding the kind of paper and the type and size of print and the accepted standards for

school books the teacher is referred to the reports of that organization. Oral reading is to be commended since it exercises the vocal organs as well as the respiratory organs. Here again moderation in the length of time is essential. It might be well for the teacher to tune her ear to the character of a normal voice so that she will be able to recognize as abnormal a nasal tone and voice, both often the result of a sinus infection or of diseased and enlarged tonsils.

#### HYGIENE OF THE TEACHER

Whoever discusses the hygiene of teaching must at the same time include the hygiene of the teacher, for to say that a teacher must observe principles of hygiene for the pupil is precluding that she applies hygienic principles to her own life and health. A nervous and tired teacher disseminates nervousness and inefficiency among her pupils. Yet questionnaires, sent to the teachers throughout the country, showed that *not less than fifty per cent of our primary grade teachers suffer from a definite impairment of health of the body as well as of the mind only five years after they have begun teaching.* One-third of them put the blame for their physical deterioration on poor ventilation in the class room, on bad lighting, overcrowded class rooms, insufficient time for relaxation and rest during the day and, last but not least, on the nervous strain connected with their work. Added to these causes must be the inadequate living conditions outside of school, largely the result of the low salaries we pay those whom we entrust with one of the most vital responsibilities given to man. Furthermore, the average teacher is obliged to spend as many as seven hours a day in school, not to mention the time she

spends on preparation for the lessons of the following day and on correcting papers. And to do her work effectively, she must be interesting and dynamic, she must work with the steam on full, so that one hour of good teaching certainly equals, in effort, two full hours of clerical work in a business office. Nor can the claim be made that teachers are always treated with consideration and courtesy by the parents.

Society should draw a lesson from these facts. We are all too apt to forget that the teachers are human beings, that they alone are the living force in our educational institutions, which to build up they give part of their lives. Their minds must not be thwarted by constant imposition from parents and boards of education who unfortunately often know nothing about the science of education; and their will must not be allowed to dwindle away into utter passivity through want of good health. We have a deep seated conviction that health is the main spring for a teacher's enthusiasm in her work and tolerance toward her pupils. The state owes it to its children, if the teacher herself is not sufficient reason, to protect the health of teachers by providing complete physical examinations by competent physicians at yearly intervals either free of charge or at least at a very moderate fee. They should be carefully examined for diseases of their special senses, of the heart, the lungs, and, since much of their time is spent in standing, also of the legs and feet. To oblige a teacher to give up her lunch hour to supervise the activities of the pupils is more than we expect of the least important clerk in a store. That hour she should have the right to spend at her own discretion. Should she choose to spend it in the

school building she ought to have an appropriate room where undisturbed and secluded from all noise she can collect her thoughts and refill her depleted reservoir of energy. For the school authorities to designate as rest room for the teachers a room unfit for any other purpose, with poor ventilation, and to furnish it with stiff, uncomfortable, and hideous furniture shows the lack of appreciation for the work of the teacher. Not enough attention is given to the placing of the teacher's desk. Her eyes as well as those of the children must be protected against the direct sunlight.

Since it is very essential for the teacher to counteract the effect of her sedentary life in school by physical exercise out-of-doors, she should by no means be required nor expected to spend her time after school in correcting papers. Her day's work should end shortly after the children are dismissed from school.

If some of the things we have said seem obvious and elementary to the teacher who reads these pages it is possible that they may appear less so when after practical application and experience she has learned the appreciation of their importance.

## "Say it With Dolls"

### *A Plan for Promoting Understanding and Goodwill between America and Japan*

The Hina Matsuri, Festival of Dolls, comes each year in March. Ancestral doll treasures are brought out for renewal of acquaintance. Girls and their mothers, too, dress in gala costume, and not only enjoy their own dolls but also visit those of their friends. Tea and cakes are served to dolls as well as to guests. It is a time for instruction in social graces, in family virtues, in housekeeping, and in ancestral history.

The children in the homes, schools, and churches of America are invited to send doll representatives to Japan to attend the next Hina Matsuri, Festival of Dolls (March 3, 1927). A Message of Goodwill should be attached to the doll and signed with the names of the givers and the address for the "thank you" letter. The Japanese Government will supervise the distribution of the dolls to children in the public schools of Japan.

Each Doll Messenger will need a passport (1¢) and a railroad and steamer ticket (99¢), which may be secured from the Doll Travel Bureau. Send the dollar by postal order or check. Each class or group sending the Messenger will give the doll a farewell party or reception as it starts on its journey. The dolls should be ready for the journey by December 20, 1926.

The dolls should be from 13 to 16 inches tall and should be dressed like attractive and typical American girls.

*For full particulars of the program and important directions, write to*

### THE DOLL TRAVEL BUREAU

*of the* COMMITTEE ON WORLD FRIENDSHIP AMONG CHILDREN

289 Fourth Avenue, New York City

# *An Aid to Child Study*

GENEVIEVE SLATTERY

*St. Paul, Minnesota*

THE value of records as child study is not a newly appreciated idea among St. Paul kindergartners. As long as five years ago, a committee formulated a record for general use. This record did not give us sufficient help in meeting the needs of the child. It merely rated him. The necessity for a new record was realized and so a committee under the leadership of Sophie C. Borup, supervisor of kindergartens, welcomed the opportunity of working out a new form, one which would in a broader way stimulate and encourage study of the individual child.

While we knew that there were available records which would seem to meet every situation, we felt that the working out of this problem together, would not only give us a record adapted to our particular needs, but that there would accrue to the workers a growth of interest and an enthusiasm for further research.

The committee chosen consisted of teachers varied in experiences and attitudes and fairly representative of the St. Paul teaching corps. The discussions were intense and the viewpoints quite widely divergent. We felt that this variance in attitude would make the record more generally applicable to the entire St. Paul situation.

Our first step was to agree upon the problem at hand. What needs should this piece of work supply?

The ideal record seemed to be the one wherein a teacher tabulates every possible circumstance which might influence a child's school life: Health, home environment, family history, and experiences in and out of school. This type of record would not meet the practical public school situation and so while holding to the ideal in thought, we compromised in form, and agreed to a type which, while more usable, in no way endangered arbitrary conclusions.

That a worthwhile record should meet the following points was our first group agreement:

1. Offer help in stimulating the teacher to observe development of children.
2. Help her to guide children so that continual development is taking place.
3. Encourage her to check up on the activities so that provision for well rounded development is assured.
4. Give fairly definite evidence of each child's development.
5. Give information to the supervisor that enables her to give more constructive help.

The suggestion was given that each member of the committee work out a record of her own. Various records were submitted, which, though differing in type and form, were quite generally alike in fundamental aspects. The committee analyzed them, considering such items as form, headings, markings, etc. They were kept as a basis upon which to



# AN AID TO CHILD STUDY

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SAINT PAUL PUBLIC SCHOOLS

KINDERGARTEN DEPARTMENT,  
SOPHIE CHAMPLIN BORUP, *Supervisor*

NAME OF TEST	DATE	M. A.	I. Q.

## AN AID TO CHILD STUDY

(*Tentative Form*)

PURPOSE: To enable the teacher to better observe and understand the child and to further his development.

### RECORD OF

Name.....Address.....  
Date of Birth.....Place of Birth.....  
Number of Children in Family.....Child is youngest, middle, or oldest.....  
Father's Nationality.....Mother's Nationality.....  
Father's Occupation.....Mother's Occupation.....  
or Special Interest.....

PRESCHOOL LIFE OF CHILD—(Diseases, sleep, nutrition, behavior, handicaps, etc.)

### SIGNIFICANT PHASES OF HOME ENVIRONMENT.

Record those circumstances of the child's home life which might definitely affect his school attitudes. Information for last items may be gained from a personal visit to the home, mother's visit to school, observation of older brother and sister, and talks with the child.

### PHYSICAL, MENTAL, AND SOCIAL REACTIONS TO SCHOOL LIFE

The marking represents only the teacher's judgment. Mark "yes" or "no." Keep in mind when recording that standards must be relative to child's age and experience. [Space is allowed for recording of reactions in November, January, March, and June.] Under "Notes" the teacher may write anything which may help her to meet the child's needs. Notes should be dated.

#### ATTENDANCE

Does he attend school regularly?

Notes:

#### HEALTH

Is he superior?

Is he normal?

Is he below par?

Notes:

#### BODILY CONTROL

Does he move freely and lightly?

Is he clumsy?

Does he relax?

Notes:

#### ENERGY

Is he over-active, never still?

Is he normally active?

Is he languid, slow, listless?

Notes:

#### VOICE CONTROL

Is his voice well placed, pleasing?

Is it harsh, loud, shrill?

Is it too low?

Notes:

#### ORAL EXPRESSION

Does he express his thoughts clearly?

Does he use good English?

Does he originate stories, poems, songs?

Notes:



PHYSICAL, MENTAL, AND SOCIAL REACTIONS TO SCHOOL LIFE—*Continued*

## HYGIENIC HABITS

- Does he use handkerchief properly?
- Does he show pride in being clean?
- Does he cover cough and sneeze?
- Notes:

## PLAY ATTITUDE

- Is his attitude toward group a happy normal one?
- Does he give others a turn?
- Does he prefer to play alone?
- Notes:

## SELF DEPENDENCE

- Does he take off and put on own wraps?
- Does he take care of wraps?
- Does he plan his own work?
- Does he find a way of doing things?
- Does he take care of materials?
- Does he persevere?
- Does he try to overcome difficulties?
- Is he willing to try?
- Notes:

## EMOTIONS

- Is he easily excited?
- Is he easily discouraged?
- Is he fearless:
  - In physical situations?
  - In moral situations?
- Is he too demonstrative?
- Is he a repressed type?
- Does he worry?
- Notes:

## RESPONSIBILITY

- Does he go directly to and from school?
- Does he obey the rules of the group?
- Does he appreciate the rights of others?
- Does he respect the rights of others?
- Notes:

## LEADERSHIP

- Is he a constructive leader?
- Is he domineering?
- Is he too easily led?
- Notes:

## KINDNESS

- Is he willing to help others?
- Does he like to share with others?
- Has he courteous habits? (Good morning, please, thank you, excuse me)
- Notes:

## SENSE OF HUMOR

- Does he show it in play situations?
- Does he show it in stories?
- Does he only laugh at others' misfortunes?
- Notes:

## CHARACTERISTIC INTERESTS—What has a special appeal?

- Physical activity?
- Investigation?
- Imaginative Play?
- Handwork?
- Music?
- Artistic Expression?
- Books?
- Notes:

SPECIAL TALENTS.....

HANDICAPS.....

work and from the original committee of ten was chosen a subcommittee which consisted of five members.

The subcommittee then began an intensive study. Out of the mass of items in behavior, which were the most impor-

tant for our consideration? How much space should be given to data concerning preschool life, home environment? Should we leave spaces for notes? What is the purpose of notes? The value? How often should these records be

marked? Would recording "yes" and "no" challenge more careful thought than the simple use of checks?

Questions which seemed at first to demand only a simple answer, upon careful analysis involved much study and the committee discussed quite fully each item before a decision was made. Important statistical data, preschool life, home environment, and our immediate problem, school life, seemed a natural sequence for study. The quarterly marking was a compromise, frequent enough for accuracy, not too often for practicability. To the part of our record given to "Notes" we attach much importance. Here we will find individual

expression, for here will be recorded those character traits which cannot be classified, yet reveal the child's own self.

We hope that the record will prove to be what its name implies—*An Aid to Child Study*. Quoting from Dr. Dewey—"The child is the starting point, the center, the end. His development, his growth, is the ideal, it alone furnishes the standard. To the growth of the child, all studies are subservient. They are instruments, valued as they serve the needs of growth. . . . Literally we must take our stand with the child, and our departure from him, it is he and not the subject matter which determines both quality and quantity of learning."

"And here," said he, as his eyes fell on a young fir-tree, standing straight and green, with its top pointing towards the stars, amid the divided ruins of the fallen oak, "here is the living tree, with no stain of blood upon it, that shall be the sign of your new worship. See how it points to the sky. Let us call it the tree of the Christ-child. Take it up and carry it to the chieftain's hall. You shall go no more into the shadows of the forest to keep your feasts with secret rites of shame. You shall keep them at home, with laughter and song and rites of love. The thunder-oak has fallen, and I think the day is coming when there shall not be a home in all Germany where the children are not gathered around the green fir-tree to rejoice in the birth-night of Christ."

—THE FIRST CHRISTMAS TREE, *Henry Van Dyke*.

# God's Greatest Gift

EDNA B. ROWE

*Toledo, Ohio*

**I**N THE little town of Nazareth, long ago, there lived a young girl named Mary. Everybody loved her, for she was like a sweet, beautiful flower. When she walked down the street of the little village, her lips always smiled. I think the little children loved her. Perhaps she stopped at times to tell them stories.

She often stopped to talk with Joseph, a fine, strong young man, a carpenter in Nazareth. Joseph loved Mary, too, and she had promised that some day she would come to live with him to belong to him and to stay with him always, to help make his home happy.

Every evening at sunset, when the sky was crimson and gold, Mary used to think how much she loved the Heavenly Father, and as the tiny stars came out she thanked Him for the world so sweet and for the birds that sang and for the sky so deep and blue.

One evening when everything was quiet, she was thinking about God, thanking Him for His loving care. Suddenly she heard a voice. At first she was afraid, but as she listened, she lifted her eyes and saw an angel standing near. The angel had a sweet face like her very own, and said in a soft voice, "Do not be afraid, Mary, God loves you, and I have come to tell you a wonderful secret. Because God loves you, He is going to send you a baby, a dear baby boy. He is going to send

Him from His home in Heaven, and you shall call His name Jesus. When He grows big He is going to make every one happy and help people to love each other."

Mary listened as the angel spoke, and her heart was filled with happiness. Any mother would be glad to know that a dear little baby was coming to her; but this baby was to be different from all other babies. He was to come into the world and grow up to comfort people, to help them, and to love everybody in the whole world, and the angel said, "God is going to send the baby Jesus to you, Mary."

Then the angel went away and Mary was left alone. She thought for a long time about the wonderful secret the angel had told her. Her heart was full of happiness, and each day she thought about God's promise to send His precious gift to her, and each day she sang a beautiful song of joy to Him.

The days came and went, and one day Mary and Joseph were going to Bethlehem.

It was near the close of the day, the sun was slipping down behind the hills, saying good night to the little town of Bethlehem. Mary and Joseph were resting at the foot of the hills where the little city lay. They were very tired, for they had come a long, long way. One by one the lights came into the windows as the lamps were lighted.

As they rested a bit, they felt thankful for the quiet little town, because there they hoped to find a place to rest.

There were many people in the little city, for all day long, crowds had come from everywhere. When these two tired people finally reached the inn and asked for a place to stay, they found that there was no room. Mary stood alone while Joseph looked for a place where they might sleep. But there was "no room for them." Joseph asked everywhere and everyone said, "There is no room here." At last, the inn keeper looking into Mary's tired eyes, said, "there is one place you can stay—in the stable where the sheep and cows are cared for." Mary was tired, but her heart was always singing.

There, that night, in the stable, a wonderful thing happened—the little Lord Jesus came to live with His mother Mary. The mother held Him close to her happy heart, and sang a song of joy and wonder as she thanked God for Him.

There was no cradle for Him, so Mary "wrapped Him in swaddling clothes and laid Him in a manger."

There were shepherds in the field that night. The stars were twinkling in the deep blue sky, and the woolly sheep and the little lambs were fast asleep. As the shepherds watched, they talked together. Suddenly, a light shone around about them. At first it was a soft light,

but it grew brighter and brighter, and the shepherds were afraid. Then clear and sweet came the voice of an angel, "Fear not, for behold, I bring you good tidings of great joy, for unto you is born this day in the city of David a Saviour, which is Christ the Lord. Ye shall find the babe wrapped in swaddling clothes and lying in the manger."

As the angel finished speaking, many, many beautiful angels filled the sky and sang over and over again the most wonderful song ever heard on earth, "Glory to God in the highest; peace on earth, good will toward men." Quietly the angels went back into the heavens, and the light faded, but still the shepherds could hear the angels singing from afar, "Peace on earth, good will toward men." Long after the last angel had gone the faint echo of the song "Peace on earth"—could be heard. Then the shepherds said to one another, "Let us go unto Bethlehem."

The shepherds went to Bethlehem that night and there, in the stable, in the manger, they found as the angel had said, the baby Jesus. Lovingly they touched the baby. With light shining on their faces, their hearts full of love, and singing sweet songs, they went back to their sheep, telling all they met on the way the wonderful news.

That was the baby Jesus' birthday hundreds and hundreds of years ago.

*All that we need to do,  
Be we low or high,  
Is to see that we grow  
Nearer the sky.*

—LIZETTE WOODWORTH REESE.

# *Sectional Differences in the Vocabulary of Kindergarten Children<sup>1</sup>*

MADELINE DARROUGH HORN

*Chairman, Child Study Committee, International Kindergarten Union*

**T**HE 489,555 running words from which the 1003 words in the November issue of this magazine were taken have this distribution:

59,610 words from the West  
95,233 words from the South  
71,463 words from the East  
263,249 words from the Middle West

It was hoped that this procedure of tabulating sections of the country separately might help answer this question: How much does the vocabulary children use in kindergarten vary in different sections of the country?

The following tables are suggestive and stimulating, not conclusive. The writer wishes to add these data to those already assembled before making final statements:

1. Data from homes in various sections. Kindergartners may follow a uniform curriculum which would tend to iron out sectional differences. If this is true, data from homes would show such differences, if there are any, more clearly.

2. Data more uniformly covering all seasons of the year from all parts of the country.

3. An equal amount of data from each section to avoid statistical treatment.

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<sup>1</sup>The third of a series of articles by the author.

The distribution of data is unequal. There is no attempt in the following tables to weight the occurrences in the East, South, and West so they would have the same rating as the larger occurring frequencies in the Middle West. In fact, before this could be done this statistical problem would have to be answered: How much weighting would any given unit of running words demand? The answer to this question is another angle of the problem left to the future.

Six tables are given in this article. The first four point to the suggestion already made that more data are needed. The fifth and sixth tables suggest that the sectional differences in the vocabularies of children attending kindergarten are few, and the few differences found are not crucial.

If one looked casually at the figures in Table I, one might say these words suggested sectional differences. However, with close inspection one knows these words are common to all parts of the country. These differences of occurrence are probably due to the distribution of lessons in regard to seasons and to other curriculum influences.

The words in Table II one thinks of as usually belonging to one section of



the country and consequently would have the highest frequencies in that section. These data show such words weighted highest elsewhere. Kindergartners may not make use of local

TABLE I

*Words which show sectional differences where no differences can occur*

	MIDDLE WEST	SOUTH	EAST	WEST
December.....	1	8	0	5
dish.....	70	1	13	7
fireman.....	18	75	9	0
Friday.....	17	65	12	4
half.....	82	14	24	10
hundred.....	54	6	6	7
June.....	12	0	1	2
leg.....	45	7	4	5
room.....	91	19	19	26
teacher.....	315	31	56	17
Thanksgiving.....	74	4	25	56
tooth.....	22	0	4	5
wedding.....	4	1	15	20

TABLE II

*Words which might be expected to occur frequently in one section but actually occur more frequently in another section*

	MIDDLE WEST	SOUTH	EAST	WEST
alligator.....	9	1	2	10
dairy.....	0	5	0	0
fish.....	81	14	218	17
flower.....	431	12	31	11
grapefruit.....	10	3	0	2
gulf.....	2	0	0	0
lemon.....	14	1	3	1
ocean.....	14	3	3	12
orange.....	133	18	51	17
roses.....	57	1	9	9
valley.....	7	0	0	0
vegetables.....	22	3	4	6

coloring as the ocean, gulf, valley, etc. Or, kindergartners knowing their children will not come into actual contact with certain experiences, teach these experiences to their children.

There is no conscious attempt to be sure records from different sections of the country had an equal seasonal distribution. This point is shown in Table III. For instance the South have gardens

TABLE III

*Words whose high frequencies are probably due to more records being tabulated for one section at certain seasons of the year*

	MIDDLE WEST	SOUTH	EAST	WEST
garden.....	246	9	24	10
jack-in-the-pulpit.....	39	0	0	0
jack-o'-lantern.....	24	6	1	0
robin.....	216	16	7	3
radish.....	35	0	1	0
roses.....	57	1	9	0
Santa Claus.....	246	43	113	159
Thanksgiving.....	74	4	25	56
tomato.....	18	1	1	1
violets.....	21	0	1	0
woodpecker.....	107	5	1	1
worm.....	42	5	0	0

TABLE IV

*Words whose high frequencies in one section are probably due to curriculum influences*

	MIDDLE WEST	SOUTH	EAST	WEST
fireman.....	18	75	9	0
flag.....	35	38	71	7
healthy.....	55	1	4	0
rain.....	202	27	27	10
sailboat.....	22	5	1	28
sheep.....	59	8	16	28
blocks.....	111	222	53	36
scissors.....	135	96	19	17
clay.....	73	14	17	3
birds.....	92	101	47	19
carpenter.....	8	4	12	1
baker.....	4	4	11	1

with radishes, tomatoes, and roses for a longer season than the Middle West but the highest frequencies are in the Middle West.

The following distribution of fre-

TABLE V

*Words suggested as peculiar to one section of the country*

	MIDDLE WEST	SOUTH	EAST	WEST
all (the "you all" of South) (data includes other meanings of all).....	1,445	406	253	2,396
sure (South).....	81	48	29	30
ma'am (South).....	2	44	1	1
spider (South meaning frying pan) (data includes other meanings of spider).....	12	1	1	14
fetch (South).....	1	0	0	1
bits (as "two bits" of South) (data includes other meanings of bits).....	0	0	1	0
skillet (Middle West meaning frying pan).....	1	0	0	1
slanchwise (Missourian).....	Not in data			
catawampus (Missourian).....	Not in data			
poke (Missourian—as a "poke of apples") (data includes verb poke).....	7	0	0	0
ranch (West and South).....	0	5	1	7
farm (Middle West and East).....	88	6	14	11
mowing for "meadow"—East.....	Not in data			
toll (for "long distance"—East).....	Not in data			
told (for "all told"—East) (data includes other meanings of told).....	140	55	40	41

TABLE VI

*Words that may indicate real sectional differences*

	MIDDLE WEST	SOUTH	EAST	WEST
above.....	0	124	4	1
gee.....	141	6	42	12
gosh.....	26	2	3	2
guess.....	157	30	58	33
hadn't.....	7	51	1	0
hasn't.....	30	85	12	3
I'd.....	48	64	17	6
into.....	133	21	40	33
kid.....	105	3	9	16
kitty.....	74	7	4	24
lady.....	95	18	53	23
leave.....	128	10	15	10
listen.....	28	40	5	9
ma'am.....	2	44	1	1
mama.....	229	61	33	72
mother.....	677	207	357	142
yah for yes).....	38	0	6	0
you've (have).....	6	23	5	1
wee.....	12	2	8	22
father.....	182	60	92	25
daddy.....	178	140	38	66
papa.....	70	3	3	17
ranch.....	0	5	1	7
farm.....	88	6	14	11

quencies in Table IV can easily be traced to curriculum influences.

The writer sought out people from various parts of the country and asked them: "Would you tell me words from your part of the country that are peculiar to it? Always, words were recalled after much deliberation. Only a Missourian came forth glibly with as many as six. The writer then took these suggested words and found their frequencies in kindergarten children's vocabularies. Table V shows the result.

The frequencies are so noticeably high in sections in Table VI that it seems as if real sectional differences may be indicated.

The conclusion is that in so far as these data point to sectional differences in the vocabulary of children while attending kindergarten there are few such differences; and these differences are of too small value to necessitate special consideration of such words in the kindergarten course of study.

# Department of Nursery Education

## *Educating the Parent Through the Nursery School<sup>1</sup>*

ABIGAIL ELIOT

*Director Ruggles Street Nursery School, and Training Center,  
Boston, Massachusetts*

THE fundamental aim of nursery schools is everywhere the same. They are seeking the best possible development of very little children, physically, mentally, and spiritually. Without the active co-operation of parents this end cannot be achieved. Without their interest and help no nursery school can do its work really well. In the field of physical health this is evident. A child will not grow as he should just because the best of food, sleep, exercise, and other care are provided in the nursery school for a few hours a day. Such care must be given twenty-four hours a day seven days a week, if he is to be truly well. In the field of mental and spiritual health this is equally true. The task of developing fine character and personality is also a twenty-four hour a day job.

### PARENT COOPERATION—WHY?

A little three year old girl who had been in the nursery school four or five weeks was still whiney, sulky, complaining, the corners of her mouth turned down habitually. The happy joyous atmosphere of the school, the kindness of the teachers, had done almost nothing

to make her happy and spontaneous. She carried about with her the same unpleasant, unhappy disposition as when she came. We talked with the mother about it, and, because the school had already won her confidence, she was ready to tell how much she had been troubled by the same characteristics at home. The younger child a boy with dimples and a charming smile was just the opposite, everyone liked him and no one liked Priscilla. The mother punished Priscilla severely for whining, whipped her, and all the world made much of Georgie. Priscilla's unpleasant characteristics got worse and worse. With this knowledge of the home relationships, it was clear what advice to give the mother. There should be no more punishment for whining and sulking, just a complete ignoring of it, and there should be plenty of attention for Priscilla in her moods of pleasantness. She should be "made of" just as much as Georgie. The mother agreed to try it, and did. In three weeks there was a decided change in the child's outlook on life and at the end of six months she seemed a different child. Six months later yet, after having been three months in kindergarten, Priscilla came with her mother to visit the nursery school.

<sup>1</sup> Report given before the Kindergarten Department of the National Education Association at Philadelphia, June 28, 1926.

She was a radiant, beaming child and her mother said "Priscilla is almost always happy now." This change could not have been brought about by the nursery school working alone. Working with the parents success was possible.

The importance of the parents' part in guiding the development of young children cannot be overestimated, for the influence of a child's home is the greatest influence in his life. There are two reasons for this; first that the child spends more hours in the home than anywhere else even than in an all day nursery school, and second that the emotional tie and therefore the emotional drive is incomparably greater at home. The child (except those few much neglected children who are left most of the time to nursemaids) sees more of his parents than of anyone else, and each moment of this contact leaves a supremely lasting impression on his development.

Of necessity, then, if nursery schools are to succeed in the work for which they are organized they must have the full, intelligent, and active cooperation of the parents. During the five years of my experience in nursery schools this fact has become more and more clear. There is no use trying to do good work with children in a nursery school unless the parents' aims and methods at home are in harmony with the aims and methods of the nursery school. One illustration will make this clear. At the Cambridge nursery school there was a child whose mother (a college graduate) frankly said she was not interested in children of this age. She rarely visited the school. She did not take seriously reports and advice given her by the teacher, and apparently made no attempt to handle more wisely the

child's peculiar emotional problem of fits of violent anger alternating with dull moods in which the child's attention wandered aimlessly from one thing to another. During a whole year the teachers could see no appreciable advance in the correction of these difficulties. They found it to be a hopeless task without the mother's cooperation. The child was normal mentally and not a particularly difficult child to handle, but the nursery school was working against insurmountable odds. The mother, expecting the school to do everything, became dissatisfied with the results and the child did not return the second year. We do not want children of such parents in the nursery school, and we were glad that this child was withdrawn. This was an unusually striking instance of the difficulties which arise when the parents are not truly interested in what the nursery school is doing for their children. But there have been enough similar situations to make us realize that such an attitude must not continue, for the success of the work of a nursery school depends on its power to give parents an opportunity to learn the needs of their little children and how they can be met, to improve and strengthen the relation of parents and children.

#### PARENT COOPERATION—HOW?

How can nursery schools bring about the cooperation which makes this power possible? They can do it primarily and fundamentally by establishing mutual confidence and respect between school and home. The parents must feel sure that the nursery school is working for the good of the children. If this is not so they should not send them to the nursery school. The teachers must feel



sure that every mother loves her child and truly wants to do her best for him. This relation of confidence is the only possible foundation on which to build, in asking and giving advice, in making and taking suggestions. It is the essential element in the nursery school's important task of teaching parents to be better parents. With this relationship established, many methods can be found by which parents can learn whatever the nursery school may have to teach. In our two schools, the Rugles Street Nursery School and the Cambridge Nursery School we use the practical methods of individual conferences, observation and practice by the mothers at the nursery school, and mothers' meetings. I shall describe separately these methods as they work out in detail in the two schools.

#### THE CAMBRIDGE NURSERY SCHOOL

I shall begin with the Cambridge Nursery School. The children in this school come from families where the fathers are professional men, the mothers highly educated women, in many cases college graduates. When parents apply for admission for their children they are given a copy of the "Policy of the Cambridge Nursery School." The first article reads that the policy of the school is,

"To render to families of the community an important service by

1. Providing a social group for little children in an appropriate environment and under trained and affectionate control.

2. Offering to mothers of these children an opportunity for observation and study of their own children in connection with others and an opportunity for discussion and conference with the Directors, the School Physician, and with suggested outside specialists, on any problems of health or behavior.

3. Supervising constructively the afternoon play of a limited group of older children."

Article five says that the policy of the school is,

"To inform parents that the nursery school is a cooperative organization, dependent upon the active interest and support of its members, and to see that each mother feels her responsibility. If for good reason a mother cannot assist at the school session she should realize that attendance at Mothers' Meetings is the more imperative. It is contrary to the principles of this school that it should be used as an expedient or as a temporary convenience."

Article six, section four says,

"There shall be an assisting mother at the school daily from 9:00 a.m. to 12:00 noon, and from 2:30 p.m. until 5:00 p.m. In case of enforced absence of the mother, she shall provide a substitute from a list prepared at the beginning of each year, and shall notify the Director of the change."

Thus, at the beginning, the parents realize that help and cooperation are expected. Most of them welcome this as a most valuable and interesting part of the nursery school and eagerly seek to do their share.

#### THE MOTHER "ON DUTY"

At the beginning of the year a plan is made for each mother to spend at least half a day a week in the nursery school. The mother who is "on duty" observes or helps as the teacher in charge sees fit. Some of the mothers after a very short period of observation become excellent helpers, and dressed in their smocks as the teachers are, would not be distinguishable from them to the unenlightened visitor. Other mothers who have not natural gifts in dealing with little children are not so readily made to be of real practical service. Such a mother (I am happy to say they are in the



minority) can render valuable service to herself and the school by taking carefully planned notes of the development of certain activities or certain children. None of the mothers observe all the time. They all "help" to a greater or less extent, for it is only by practice that they really come to know the point of view of the nursery school. In nearly every case the mothers delight in their assigned time to be "on duty," and most of them jump at the occasional chance to come more than once a week.

During the past winter, however, there was a mother who made one excuse after another to get out of coming on her assigned morning. It became clear that she simply could not bear to think of being in a group of such little children. She was told that she must come, or withdraw her child. She came, evidently feeling each time she came less like a fish out of water, and during the third or fourth morning she said to the teacher in charge, "I wonder if all little children are as charming as these!" Subsequent developments show that that mother has not been entirely made over in her attitude toward little children, but there has been decided gain. Being "on duty" is the very best way for parents to learn from the nursery school. By such observation and practice they are able to establish better standards of behavior for their children, to see how the teacher of experience handles problems, to watch their own child's reactions in a group, to learn new ways of helping their children to develop well.

#### CONFERENCES BY REQUEST

The second method by which parents learn is the method of individual conferences. At Cambridge the mothers

have these conferences with the teacher in charge whenever they or the teacher wish them. Typewritten reports of the children's development in school are given the parents every three months. Every mother is more interested in her own child than in any other, so the reports of her child and the conferences when his problems are being discussed in detail, are vital to her. I was visiting the Cambridge Nursery School one day recently and the teacher in charge said to me after a while that the mother on duty that day would like to talk with me about her child. They laid before me certain difficulties with which they had been working for months, and asked my advice. A few suggestions, a great deal of encouragement, a feeling that someone who has known many children and studied their needs, is deeply interested in this particular child, goes a long way to put such a mother on the right road. This particular mother has taken suggestions eagerly, and has made great and far reaching changes in her method of handling her child. It is her attitude toward the school and the school's attitude toward her which makes such a conference possible.

#### PSYCHOLOGICAL DISCUSSIONS—FOR MOTHERS—BY MOTHERS

We have mothers' meetings at the Cambridge Nursery School. The mothers take turns presenting a subject which they have studied in the nursery school, for example interest and attention, discipline, anger, etc., a large variety of topics. As these mothers are educated women the subjects are often handled well, and interesting discussion follows with the school and the children as illustration.

One more step in cooperation and

therefore in opportunity for parents to learn at the Cambridge Nursery School is that the school itself is cooperative. It is incorporated and all the parents are members of the corporation and feel a responsibility in its success. Cooperation is a condition of membership in this corporation. A child is discharged from the school if the parents do not cooperate. It is through cooperation that the parents learn.

#### THE RUGGLES STREET NURSERY SCHOOL

At the Ruggles Street Nursery School we also have conditions of membership. They are not written down as "Policy" and presented to the parents when they apply, but they are just as real. The children at this school come from homes where the parents are mostly first generation Americans of a variety of racial and national extraction, Irish, Negro, Italian, Jewish, etc. The fathers are skilled and unskilled workmen, the mothers busy homekeepers with large families. When the parents apply for admission for the children, we explain that we want them to know all about what is done in the school and that we want them to come and visit. After the children are admitted we expect certain standards of cooperation. We expect that the children will be kept clean and will be brought to school and called for regularly. We expect the parents to come to the school when the doctor examines the children and on request for conference or observation. We expect them to respond to suggestions regarding the health of the children. We expect them to be willing to talk over any difficulties which may arise, and to try to improve their standards of care in those particulars where the school's knowledge of the child shows need of improvement.

In short, we take for granted sincere interest in the children's welfare, and we expect interest in the nursery school's ways of dealing with children and willingness to learn. From nearly every mother we get such cooperation. Those from whom we do not get it in reasonable measure are told that we cannot keep their children. The parents (mothers and fathers alike) hard working, often overwhelmed by family cares, are almost always deeply appreciative and grateful, full of a great love of their children which in most instances readily becomes more intelligent love when the contact with the nursery school is made. They are ready to learn and eager to help.

#### THE CASUAL CONFERENCE

Our methods for teaching these parents are the same as at the Cambridge Nursery School. Here the individual conferences bring the best results, and these we have constantly and whenever needed. Someone brings the child each morning and calls for him at night, usually the mother. It is easy and natural to put in a word of guidance at such times. Occasionally these conferences become a little more extended and formal. For instance, recently I called a mother into my office to talk over with care the question of a tendency in her child to be sly and deceitful. She was an intelligent colored woman, refined and fairly well educated. She listened with interest to what I had to say and quickly said that she had noticed the same tendency at home. I asked her if she ever deceived the child in order to gain her wish with him or in order to avoid a scene. She said that she did so sometimes and explained on what occasions. Of course I made the connection between these two things

clear to her. It was a real revelation, she had never thought of such a connection before. She thanked me heartily and assured me she would stop deceiving the child. About once a week ever since, this mother has inquired anxiously whether the child is less deceitful in school. He has improved, though of course slowly.

Conferences with any of the teachers are held whenever desired. The dietitian confers with the parents about the children's eating and sleeping at home. She gives each mother a little book with a page for each day in a week to be filled in with food, bed hour, etc. This, when returned, furnishes an excellent basis for a conference. If, as occasionally happens, there is a mother who cannot come to the school we go to her in her home for conference, and we always call in the homes when the children are ill. We know the parents individually, and in this way we do the best of our teaching. Simple, natural, friendly conference brings confidence and mutual trust, and on each side a desire and an ability to learn.

#### THE VISITING MOTHER

At Ruggles Street also we want the mothers to observe and help as they do at Cambridge. If the nursery school is to be, as we wish it, a demonstration to mothers of what is right care for little children they must see the school at work. Mothers who have to take all the care of a large family including a baby in arms cannot easily give regular time at the school. We do plan, however, for most of the mothers to observe and for many of them to help. If there is a special problem connected with a child at home, perhaps difficulty in eating, we make a special point of

having the mother present at the time of that activity in school. The mothers enjoy visiting and enjoy helping and the result of such close contact with the school is always a gain in understanding. The more fully the mothers understand what the nursery school is doing, the better for the development of the children.

#### ROUND TABLE DISCUSSIONS

Mothers' meetings at Ruggles Street are very informal. A formal meeting with a speaker teaches the mothers very little, I believe. We gather about a table and discuss a topic connected directly with little children, richly illustrated by the mothers themselves from their observation of their own children. At a recent meeting we talked about self help, trying to discover how young the children could begin to help themselves. One mother had her two weeks old baby with her and she told us that even at that age he could turn his head toward her when she took him in her arms to nurse. The same mother told us that her child who is just three years old has taken off and put on his own shoes every time it needed to be done, ever since Christmas, a few months after he entered the nursery school. Other mothers added their contributions to the discussion and finally, by questioning, the reasons why self help is valuable were brought out.

All this is an old, old story to kindergartners. The nursery school is only reemphasizing the need and the possibility of real cooperation between parents and teachers in the vital work of guiding child development. Perhaps the nursery school sees more clearly than any school for older children the necessity of such cooperation because the younger

the child the more completely he is integrated. At this early age it is more obviously true that what the school wishes to accomplish cannot be done by the school alone. We must educate parents to give the best possible care to these tiny children physically, mentally,

and spiritually, or the children will not really get it, for the children are what the homes are making them. If nursery schools can open the eyes of parents to better aims and methods in the care of their children they will truly succeed in the work they wish to do.

### Near East Presents Rug

On the last day of the Philadelphia meeting of the National Educational Association, June 27-July 6, occurred a most impressive ceremony. Deliberations ceased for a few moments while Boy Scouts bore a large object to the front of the platform. A tiny girl followed. She was immediately the center of attraction. The President, Mary McSkimmon, stepped aside. The maiden, Zadi, after expressing in song, thanks of the Near East

children to the schools and teachers of America for their help, asked Miss McSkimmon to accept the gift for the Association. At the same time, she pulled a cord, releasing the covering and displaying a beautiful rug, made by hand by girls in the Near East Relief Industrial School at Ghazir, Syria. The rug, which was made by tying knots, has 258,000 knots tied in it. The design is of the Cedars of Lebanon and the dyes with which it is colored were made by boys in a Near East Industrial School.

Miss McSkimmon accepted it, not for herself, but for the Association and announced that it would be hung in headquarters, where everyone who comes and sees it, "May enjoy its beauty and have his heart kindled with the knowledge of the faithful gratitude of these little children so far away." It has recently been hung in the newly decorated conference room where it is greatly admired by all visitors. This picture of Miss McSkimmon and Zadi has been framed and hangs near the rug.

For generations, this rug will be a constant reminder of the sufferings of the Near East children and of the response of the teachers of America to the call for food, clothing, and funds. The little Armenian girl, Zadi, is but one among the thousands of those who owe their lives to America's generosity.

—HARRIETT M. CHASE, Assistant to the Secretary National Educational Association.





## THE BIRDS' CHRISTMAS DINNER

L. J. BRIDGMAN

JOSEPHINE McGRAIL

*Allegro p*

We spread a feast for chick - a - dees On Christ - mas day. And how, if you please, do you

*pp*

This system contains the first three staves of music. The vocal line is on a treble clef staff in B-flat major (two flats) and 4/4 time. The piano accompaniment is on grand staves. The piano part begins with a *pp* (pianissimo) dynamic. The lyrics are written below the vocal staff.

guess those chick - a - dees dressed? Each wore a bib, and what do you think,

*f* *mf*

This system contains the next three staves of music. The vocal line continues with the lyrics. The piano part features a *f* (forte) dynamic in the vocal line and a *mf* (mezzo-forte) dynamic in the piano line.

It was not white but as black as ink, Up - on his feath'-ry breast.

*ril.*

This system contains the final three staves of music on the page. The vocal line concludes with the lyrics. The piano part ends with a *ril.* (ritardando) marking.



# *National Council of Primary Education*

FRANCES JENKINS, *Editor*

## *Editor's Notes*

A TINY collection of miners' homes on a mountain top, a tiny schoolhouse opened during winter months when roads become impassable. Yet the primary supervisor continues her work with teacher and children. Leaving her car after its climb up the narrow canyon, she struggles upward through the snowy drifts for another two miles. No wonder that Utah makes progress in education.

"If you'll only let me see it in my hands, mother,"—so the three-year-old begged for the cake of green soap in the strange bathroom. One recalls Mrs. Mitchell's emphasis on the place of muscles in the learning of young children. Yet again and again both parents and

teachers prevent such learning, fearful of interruption or of injury to materials or of "what people will say." Let the youngsters move about, feel of things, explore, and through exploring learn more effectively. This does not mean injury to delicate fabrics, prying into stranger's belongings, failure to learn restraint at times. It does mean that an essential learning process shall not be set aside through whim, caprice, or lack of effort.

The meeting of the National Council of Primary Education at Dallas promises to be full of helpfulness. May we urge our members to be present, to join in the discussions, to make themselves known to one another. Be sure to make luncheon reservations early.

## *The Health Shop—A Third Grade Project*

EMMA F. MURPHY, *School for Crippled Children, Cincinnati, Ohio*

Many of the children in the School for Crippled Children do not have the privilege and pleasure of shopping in stores frequently. Our project grew out of the desire on the part of the children to have a real store in the classroom where they could buy for themselves certain necessary supplies.

The pupils made lists of articles which

they thought the entire school would be interested in buying. These lists gave opportunity for many motivated spelling and writing lessons.

The question, "what shall we name our store?" brought forth many suggestions. As a number of the things we had decided upon selling, such as tooth brushes, tooth paste, soap, etc., per-

tained to health, we chose the name Health Shop.

Several days were spent in making a satisfactory price list. The letters and figures were cut from white paper and pasted on red cardboard. This price list and also the name of the store, which was made of much larger letters, were put on the wall quite near the glass bookcases, which were to contain our merchandise.

Our principal, who was very much interested in our project, kindly loaned us one hundred dollars for capital in our business. The class voted upon a president and manager for the store.

The wholesale house, where we were to purchase our goods, furnished us with order blanks. The children were very much interested in making out their first order.

When the first installment of goods arrived, the children had a busy and happy time checking the bill of goods and placing the articles on the shelves for sale. Then the sales began and real money was received. The children kept close track of the contents of the cash box. Each afternoon a slip was made out of the total sales and this was sent with the day's receipts to the principal's office.

The question then arose as to what we were to do with our money until we were ready to buy more goods. Some child suggested taking it to a real bank down in the city, which we decided to do.

The Rotarians are very much interested in our school, and since the president of the Union Trust Bank is a Rotarian, our principal invited him out to see our store and to talk to the children about banking. The president came on the appointed day and invited the class to visit his bank.

The trip was full of interest and made a wonderful impression on the children. The president took them over the entire bank, explaining the different departments. He gave them a bank book, check book, and a book of deposit slips. He also gave them a promissory note which he helped them to fill out, promising to pay to their principal the money they had borrowed of her. Almost every week after this visit a different member of the class made out a deposit slip and took the money to the bank, a trip which always brought a feeling of great adventure.

Later on in the year, the children felt the need for tablets, notebooks, pencils, and other school supplies. So another department was added to our store, creating a new interest and giving a richer field for motivated lessons in spelling, language, and arithmetic. Monthly inventories of stock were made, these being the basis for ordering new supplies. About two weeks before the end of the school year we had a closing out sale.

The children were very eager to pay the hundred dollar note, which was due June tenth, and to find out how much we would have left in the bank. They were so happy when they found there was a nice little bank balance, and of course they were asked how they would like to spend the money. One boy replied almost immediately, "Oh, let's keep it to start a new Health Shop with next fall." Another child answered, "Oh, yes, and maybe we won't have to borrow any money next year." These remarks seemed to meet with the hearty approval of the class. Evidently the project has filled so great a need that the children expect the Health Shop to continue as an integral part of the school.

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## HEALTH SHOP INVENTORY

(November 20, 1926)

21 tubes tooth paste	14 boxes shoe polish
11 pocket combs	9 ink erasers
25 cakes of soap	3½ packages fillers
47 large tooth brushes	2 boxes Hershey bars
8 small tooth brushes	25 pencils
7 nail files	20 tablets
11 tubes cold cream	35 note books
15 bottles ink	3 composition books
8 hand lotion	32 crutch tips

THE CINCINNATI ECONOMY DRUG COMPANY

Wholesale Druggists

Murphy Drug Co.  
College Corner  
Ohio

Cincinnati, Ohio.  
Date 9/15/25  
Order No. 749  
Via

Guaranteed under the Food and Drugs Act, June 30, 1906.

Terms—Net Cash Every Week

	PRICE	A	B	C	H
1 doz. Carters Ft. Pen Ink \$.10.....	\$.81		\$.81		
½ doz. 2 in 1 Shoe Polish, Black.....	1.25		.63		
½ doz. 2 in 1 Shoe Polish, Tan.....	1.25		.63		
½ doz. 2 in 1 Shoe Polish, Brown.....	1.25		.63		
1 doz. #110 Erasers.....	None				
4 doz. #665 Royal Notes.....	\$.45	\$1.80			
½ doz. Pebecco Tooth Paste \$.10.....	.90		.45		
1 doz. Colgates Tooth Paste \$.10.....	.95	.95			
1 doz. #8 Files.....	.80		.80		
3 boxes Hershey Plain \$.05.....	.85	2.55			
1 doz. #85122 Tooth Brushes.....	.85		.85		
1 Only Chicago Sharpener.....	.75 ea.				\$.75
		\$5.30	\$4.80		\$.75

Total, \$10.85.

Sent to  
Crippled Children School

Received payment,  
MURPHY DRUG STORE,  
College Corner, Ohio.

## CHILDHOOD EDUCATION

DEPOSITED FROM NOVEMBER 23, 1925, TO DECEMBER 4, 1925, AS FOLLOWS:

November 23.....	\$.87	December 2.....	.56
November 24.....	1.07	December 3.....	1.13
November 25.....	1.11	December 4.....	.58
November 30.....	.60		
December 1.....	.91	Health Shop.....	\$6.83

\$100.00

Cincinnati, October 1, 1925

On June 10, 1926 after date We promise to pay to the order

of Mary Betts.....

One hundred and.....no/100.....Dollars

At Union Trust Company

Value Received

HEALTH SHOP

No.....

By LAWRENCE COOK, *president*

Due June 10, 1926

Paid in full, June 10, 1926

MARY T. BETTS.

### *Should Santa Claus Myth Survive in Modern World of Scientific Truth?*

Should modern children be led to believe in Santa Claus?

With so many wonderful things in the world today that are true, should children be brought up on a myth handed down from earlier ages of man's ignorance? Are modern parents justified in practicing this annual deception, which can only be followed a few years later by disillusionment?

Many scientifically minded leaders of thought ask these questions. Santa Claus has been haled before the court of inquiry to give an account of himself. Of what use is he in the modern world; should he not be banished—reindeer, sleigh, Dunder-and-Blitzen and all?

"Santa Claus is not in danger. He has survived and will continue to survive," says an article in the December issue of "Children, The Magazine for Parents," which discusses both sides of the question.

"Children need Santa Claus; he is the creation of childhood. As men invented idols because they needed objects to worship, so children have invented a Christmas Saint because they needed to look upon a human being as a source of all the unexpected joys.

"Though you may present Santa Claus as 'The Spirit of Giving', with all the beauty of symbolism, your children will still endow him with all the attributes of a best-beloved Daddy. Children do not like abstractions; they prefer concrete things—flesh-and-blood people."

## *From the Foreign Field*

### *Christmas in the Farthest North Kindergarten*

ALMA DURANT BIXBY, *Fairbanks, Alaska*

Christmas to little children is much the same the world around. Only, perhaps our little children of northern Alaska, being near the Arctic Circle, have a more intimate acquaintance with the reindeer of Santa Claus. Most children of this northland have seen the fleet footed, slender deer, and

arrives! How carefully the big boys must carry it lest its branches snap off! Breathlessly we watch our kind janitor place it in its standard! Ah, now it's ready. Hurrah for the Christmas tree !!

Then the teacher and tots begin the pleasant task of decorating the tree with



THE SANTA CLAUS COUNTRY

easily visualize the rotund form of old Santa Claus "in his sleigh with a pack full of toys."

A few days before Christmas the big boys of the school hitch their dogs to a sled and warmly mittened and capped go out a few miles in search of Christmas trees. (Fir trees are not too plentiful up here, there being more of birch and tamarick.)

What a flutter of excitement pervades the kindergarten when the frozen tree

the pretty gold and silver chains and ornaments, which for weeks little fingers have been making. Just as do our little friends of the outside.

At last the great day arrives. Mothers, fathers, younger sisters and brothers have accepted the invitation to come and share in the good time. The tree is aglow with twinkling colored electric lights. Gifts made by the kindergarten children hang on the boughs. Bags of candy, nuts, oranges,



and apples are piled ready for distribution, and the long anticipated festival is a reality!

Do I hear some one ask, "Is it dark all day at this time of year?" "How do the children keep warm?" "Are they Eskimos, Indians, or white children?" "Is it very cold?"

Well, it is a dull twilight when our guests

children attend the school, with the exception of a few halfbreeds.

The true Christmas spirit of loving and giving is everywhere manifested. Old sourdoughs coming in from the creeks where they have been mining all year, spend much of their substance on gifts for the children. Never is there a sad or forgotten child in Fairbanks at this joyous season.



50° BELOW OUTSIDE!

arrive at 2 o'clock p.m. Dark as pitch when they leave at 3:30. As the children run along, clad in squirrel, rabbit, or coon skin parkas, muckluks of moose hide drawn over their little oxfords or pumps, and warm fur mits, they resemble little bear cubs. Even though it is fifty degrees below zero cold cannot touch them. Fairbanks is a white community. No native

Last year the whole school, from kindergarten to high school, put on a Christmas operetta in a down town auditorium. The lodges and townspeople beautifully decorated two immense trees. Santa Claus with his proverbial smile and good cheer distributed 350 bags of goodies to the children of the town and the blessing which accompanies giving rested upon all.

*Christmas in a Bulgarian Kindergarten*

PENKA KASSABOVA, *Sofia, Bulgaria (Student National Kindergarten and Elementary College, Evanston, Illinois)*

Because, in the little mountain country, Bulgaria, the movement is just waking, we have had public kindergartens for only five years, in cities with a population more than 20,000. Therefore, there is no special way of celebrating Christmas, but the joy of Christmas spirit, the Christmas party, and Santa Claus come to Bulgaria on the seventh of January.

For days before Christmas the children are busy making gifts for their parents and they, although in need themselves, bring their savings to be given to people who are even poorer than they are.

In the afternoons in the kindergarten room there is another busy scene. The mothers are assisting the teacher in making small rabbits, stockings, and cats which are filled with sugar plums and nuts ready for Santa Claus to bring to both children and grown-ups at the party. Children and adults are very happy to do this because, except for the kindergartens and the few Protestant churches, there are no clubs and no other schools to entertain the children with Christmas parties.

Of course everybody in the family, including even the grandmother is glad to be present and the same question comes every year, "Where shall we put them all?"

In one corner of the room, which is decorated with pictures and branches, stands the Christmas tree. The children in their new clothes carrying lighted candles, come singing and marching. Everybody for a moment silent, watches the process of lighting the candles on the tree, after which a semi-circle is formed.

In a very informal way they recall the familiar Christmas story, sing the simple Christmas folk songs, and play some games. In this festive, cordial atmosphere the teacher tells a story to which children and adults listen attentively.

Then comes the beloved old Santa Claus, his bag overflowing with the little candy purses. After a few joyous songs the little Santa Clauses give their presents to their parents and friends, which in many cases are such a big surprise, that although they are nothing but a little picture are appreciated more than any other gift.

Spend all you have for loveliness,  
Buy it and never count the cost,  
For one white singing hour of peace  
Count many a year of strife well lost,  
And for a breath of ecstasy  
Give all you have been, or could be.

—SARA TEASDALE.

# *International Kindergarten Union*

## *Headquarters*

1201 Sixteenth Street, Washington, D. C.

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## *New Standing Committees*

At the last meeting of the Executive Board of the I. K. U. two more standing committees were added to the present list of eighteen. These are a committee on Nursery School Curriculum and a committee on Research. The committee on Nursery School Education under the leadership of Professor Patty S. Hill was continued and is working in close affiliation with the other national groups who are interested in the numerous problems of the Nursery School and parent education. The purpose of the new committee on Nursery School Curriculum is to make an intensive study of nursery school procedure including the "daily program." Dr. Ada Hart Arlitt, director of nursery school education at the University of Cincinnati, has accepted the chairmanship of this committee. Its members are all actively engaged in nursery school teaching.

The Committee on Research is constituted of specialists in psychology, most of whom are making special studies in the field of child psychology. Dr. Bessie Gambrill of the Department of Education, Yale University, is chairman of this committee. The other members are Dr. Ruth

Andrus, Teachers College, Columbia University; Miss Helen Stutzman, Merrill Palmer School, Detroit; Miss Helen Clowes, Cleveland Kindergarten-Primary Training School; Dr. Margaret E. Miller, The University of Chicago; Miss Katharine McLaughlin, Southern Branch, University of California; Miss Josephine MacLatchy, Ohio State University; Miss Ida Reed, State Teachers College, Chico, California. This committee will select its own problem, which will be in the field of childhood education.

The extension last year of the work of the Literature Committee to include Reading and Reading Readiness and the appointment of these new committees give evidence of the active interest of the I. K. U. in the problems of the education of children from early infancy through the primary period. The work of the organization represented by these and other committees, together with the departments of nursery and primary education included in its journal, go to show that it is in reality, if not in name, a Nursery-Kindergarten-Primary Union.

ALICE TEMPLE, *President*

*International Kindergarten Union.*

*Chairmen of Committees*

- Advisory Committee:* Lucy Wheelock, 100 Riverway, Boston, Massachusetts.
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- Council of Kindergarten Supervisors and and Training Teachers:* Alice Temple, School of Education, University of Chicago.
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- Committee on Foreign Correspondence:* Jane H. Nicholson, 114 Pierepont St., Brooklyn, N. Y.
- Committee on Nursery Education:* Patty Smith Hill, Teachers College, Columbia University, N. Y.
- Committee on Nursery School Curriculum:* Dr. Ada Hart Arlitt, University of Cincinnati, Cincinnati, Ohio.
- Committee on Literature and Reading Readiness:* Margaret C. Holmes, 136 Cambridge Place, Brooklyn, New York.
- Committee on Literature (a sub-committee of the committee on Literature and Reading Readiness):* Frances Kern, National Kindergarten and Elementary College, Evanston, Illinois.
- Committee on Child Study:* Mrs. Ernest Horn, 934 Kirkwood Ave., Iowa City, Iowa.
- Committee on Research:* Dr. Bessie Gambrill, Yale University, New Haven, Connecticut.
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- Committee on Music:* Mrs. Mabelle Glann, Board of Education, Kansas City, Missouri.
- Committee on Finance:* Mrs. Helen M. Craig, 69 Mount Vernon St., Boston, Massachusetts.
- Sub-Committee of Committee on Finance:* Theresa Hinshaw, 2128 E. 38th St., Kansas City, Missouri.
- Committee on Amendments:* Ella Ruth Boyce, 705 Fulton Building, Pittsburgh, Pennsylvania.
- Committee on Nominations:* Louise M. Alder, State Normal School, Milwaukee, Wisconsin.
- Committee on Necrology:* Irene Hirsch, Drake University, Des Moines, Iowa.
- Committee on Credentials and Elections:* Rhoda M. Reed, 370 Yale Avenue, New Haven, Connecticut.
- Bureau of Education Committee:* Luella A. Palmer, 424 East 57th St., New York.
- Committee on Affiliated Organizations:* Julia Wade Abbot, Board of Education, Philadelphia, Pennsylvania.
- Committee on Membership and Journal of Childhood Education:* Katherine Martin, School of Education, University of Chicago.

"Mama, what are you going to give me for Christmas?"

"Oh, anything to keep you quiet."

"Well, nothing will keep me quiet but a drum."

—*Children, The Magazine for Parents.*

## *Practice Teaching—A Suggestive Guide for Student Teachers*

Practice Teaching, the manual for student teachers in the kindergarten, first, second, and third grades, directs observations of teaching, suggests participation activities, and gives specific help in planning lessons in all of the subjects of the kindergarten-primary curriculum.

It is bound in such a way that it can be filed in the student's notebook.

A partial list of the contents follows:

### **PART I. GENERAL INTRODUCTION TO TEACHING**

#### **The Observation Period:**

The Children

The Adaptation of the Schoolroom to the Needs of the Children

The Adaptation of the Program to the Needs of the Children

The Adaptation of the Teacher's Technic to the Needs of the Children

#### **The Participation Period:**

Participating Activities Involving no Direct Contact with Children

Participating Activities Involving Direct Contact with Children

Valuable Materials Collected During the Participation Period

### **PART II. TYPES OF TEACHING**

Assignments in Observation, Participation, and Lesson-Planning are suggested for each of the following:

Home and Community Life  
Nature Study

Health Study  
Health Education  
Character Education  
The Free Period  
Manual Arts  
Literature  
Oral Composition  
Reading  
Phonetic Analysis  
Handwriting  
Spelling  
Number  
Music  
Rhythms  
Games

The Teacher Training Committee of the International Kindergarten Union in preparing the manual have spent three years of study of methods used in directing practice teaching in teachers colleges, universities, and private training schools of the United States. It is recommended for all teacher training institutions and for kindergarten and primary teachers in the field. Practice Teaching is the answer to a felt need.

Price per copy ..... \$1.00

In lots of 25 or more ..... .75

Distributed by

The International Kindergarten Union

*All through his life he was trying to do the best that he could. It was not perfect. But there are some kinds of failure that are better than success.*

—HENRY VAN DYKE.

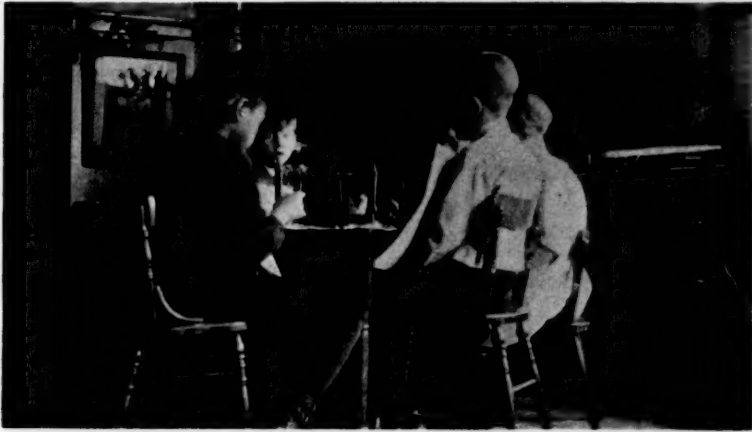


## *Christmas Activity Contributions*

### THE WEE WEE WOMAN SUGGESTS CANDLE STICKS AS CHRISTMAS GIFTS

From reading the story of the Wee Wee Woman, the children became very much interested in making candle sticks. Many different varieties were made and after careful selection by the children one was decided upon as a model for a Christmas

trees, as is customary in all kindergartens. We, the girls of Atherton High School, Louisville, Kentucky, had brought gifts and penny contributions, as part of our Christmas program. Acting in the rôle of Santa Claus, we went to the various kindergartens in our city and placed our gifts and baubles on their Christmas trees—we were very careful not to move any gift placed



THE CANDLE STICK MAKERS

present for our mothers. The candle holder was made of clay and painted green. An enamel paint was used, not water colors. Before the clay was dry we put in the red candle thus keeping it from falling out. To make them more festive we tied red ribbon around each candle. They made most effective Christmas gifts. Each child printed his own little card.

DOROTHY WELLER,  
*First Grade, Omaha,  
Nebraska*

### THE HIGH SCHOOL AND THE KINDERGARTEN FORGE A NEW LINK IN SCHOOL FRIENDSHIP

The week before Christmas the kindergarten children had prepared gifts and

there by a child for either father or mother. When we had finished trimming the tree, we left a box of gingerbread cookies which we had made and placed an individual gift for every child under the tree. This surprise awaited the children when they came to school the morning before their Christmas vacation.

The Christmas spirit was first felt in Atherton when the gifts began coming in for the kindergarten children.

WAYNE WARDEN,  
*President, Atherton Student  
Council, J. M. ATHERTON  
High School for Girls,  
Louisville, Kentucky*

KINDERGARTEN CHILDREN HAVE A "HAND"  
IN MAKING CHRISTMAS HAPPY

The kindergarten children planned a Christmas party for their parents to be given the day before vacation. The spirit of giving was very much in evidence, so we chose the "Elves and the Shoemaker" for the story and dramatization.

Gifts were suggested and the group decided to give their parents a clay plaque. The children were given large balls of clay. Each child patted and smoothed his ball into an oval shape a little larger than his hand, and about three-fourths of an inch thick. While the clay was still soft he made an imprint of his hand. Just above this he made a hole with a pencil. After the plaque was dry he gave it a coat of shellac, and tied a ribbon through the hole to hang it by. The parents were pleased with this gift because of the personal element. It could be treasured as is the first pair of shoes.

Tiny brother and sister must have something for Christmas so the children modeled animals from wood using the vise and coping saws. As the child felt need for the animal to walk he put it on a base with wooden buttons for wheels. Each animal was painted in its natural color.

The whole atmosphere of the party was pleasing, for the children felt they had made some one else happy.

MYRA JUNE PARKER,  
*Kindergarten, Terre Haute, Indiana.*

SANTA CLAUS WOULD SURELY STOP IN THIS  
ATTRACTIVE VILLAGE

A community village was built in our kindergarten. We had talked about the village or town and the various buildings that go to make up a community. Pictures of schools, churches, dwelling houses, stores, libraries, fire engine houses, garages, and factories were shown. The uses of each of these buildings were discussed in detail. Excursions were made to visit the various types of buildings in our immediate kindergarten vicinity.

Billy immediately said, "Let's build a city." Very well, "What shall we build first?" was asked—and the reply was, "A school." This at first was quite a crude affair and was put up by Billy and two other boys, the remainder of the group not seeming desirous of cooperating. But Billy's enthusiasm for his city soon spread and after three days twenty children were in active participation. Billy was naturally the leader. He asked John and Arthur to build the church. They made one. We all looked it over and several changes were suggested by the other children. John and Arthur accepted the suggestions. The changes were made. In this way the city grew. Each building was changed several times, the improvements being always suggested by the children themselves. The group were given a floor space at one side of the kindergarten room about 18 feet long by 6 feet wide, where their work might be left without disturbance.

Material which had once been merely floor blocks, plasticine, and colored paper developed shape, form, and meaning, and soon there was a community village consisting of a school, church, houses (with porches and window boxes), stores, factory, sidewalks, trees, telephone poles, electric light poles, and automobiles, not to mention the inhabitants themselves. About two weeks were spent in actual building; the children working a part of each day.

When the city was built to the satisfaction of the children, they began to have great fun playing. Automobiles were moved along the streets, trucks unloaded freight at the stores, children went back and forth to school and to church. Night came and the electric lights were lit and people telephoned to each other.

If such a community were built at Christmas time, I am sure the children would want to erect a community Christmas tree and decorate the houses with holly and wreaths and have Santa Claus going down the chimney.

FLORENCE A. FITZSIMMONS,  
*Kindergarten, Roxbury, Massachusetts.*

"EVEN AS YE HAVE DONE IT UNTO ONE OF THE LEAST OF THESE"

As the Christmas season drew near the Christmas spirit was manifested in the everyday acts and expressions of the children. They suggested that it would be nice to make some unfortunate person happy at Christmas time. When told that there was a little girl who should be in the third grade, but was unable to attend school on account of illness, they immediately began plans to make her Christmas a happy one. It was decided to get her a doll. The girls were to prepare the doll's wardrobe, and the boys were to make the doll furniture.

#### *Subject Matter Outcomes*

1. History  
The Christmas story
2. Music  
Learning the Christmas carols to be sung to the little girl when the gifts were delivered to her
3. English
  - A. Oral
    - Discussing what we might do to make a sick child happy
    - Discussing the proportions of the furniture
    - Discussing what color to paint and decorate the furniture
    - Discussing what to say in the Christmas letter to the little girl
    - Recalling our rules to be observed when taking a trip and making any new ones that might be needed
  - B. Written  
Writing the letter
4. Reading  
Reading directions to make paper patterns of a bed, chair, and chest  
Reading the letter to be sure it was correctly written  
Reading flash sentences about the activity  
Reading of songs to be learned
5. Spelling  
Words needed in writing the Christmas letter

The names of the articles made

Roosevelt	mattress
Third	quilt
grade	pillow
Christmas	chest
enjoy	chair
blue	paint

#### 6. Arithmetic

- Measuring to make the furniture to fit the doll
- Measuring to make one-inch hems on dresses, sheets and pillow cases
- Measuring to find how long to make the doll clothes
- Measuring to make the bed clothes fit the bed
- Figuring the total cost of the activity by adding prices of items
- Figuring cost if divided among children (found with teacher's help).

#### 7. Handwork

- Sawing, sandpapering, nailing, and painting the bed, chair, and chest
- Free-hand cutting of the design for decorating them
- Making the mattress, sheets, pillow cases, quilts, comforters, doll dresses, jacket, gown, and handkerchiefs

#### 8. Geography

- Locating Roosevelt School on the map of Atchison
- Locating Joslyn's home
- Tracing the route from the school to her home

#### 9. Writing

- Copying the Christmas letter
- Writing of the spelling words while studying them

#### *Attitude outcomes*

1. The entire group found much joy in co-operating to make some one else happy
2. The true Christmas spirit prevailed throughout the entire Christmas season
3. Each child felt a responsibility and met his responsibility
4. Much initiative was developed
5. Progress was shown in the pupils' ability to evaluate their work

TIBBIE BELL,

Third Grade, Roosevelt School,  
Atchison, Kansas

(Contributed by National Council of Primary Education)

# The Reading Table

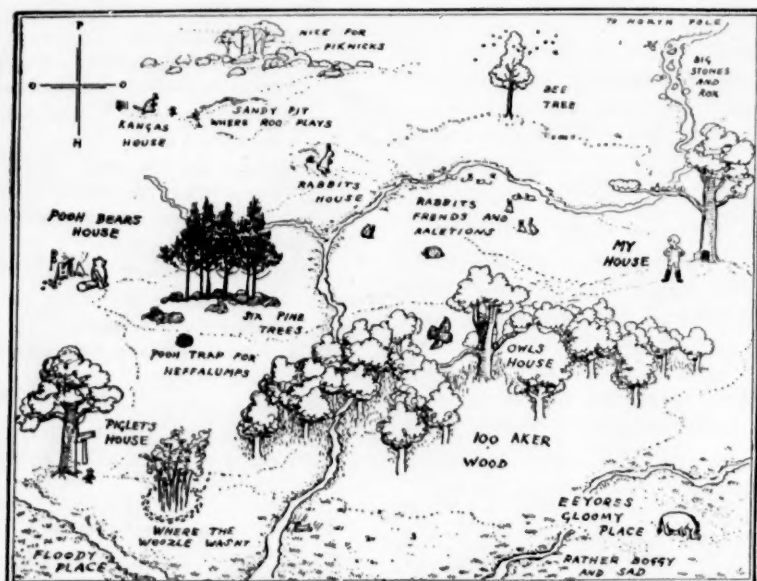
## Gift Book Suggestions for Children

What shall I give him for Christmas?  
 "After all—there is nothing like a good book!"

*Winnie-the-Pooh.* By A. A. Milne. E. P. Dutton and Company, New York. \$2.00.

After we read "the best book of verses for children ever written"—*When We Were Very Young*—we said it was so very good that

really the Big Bear, lived in a forest all by himself, and Christopher lived behind a green door in another part of the same wood. The chart of the forest shows it to be a fertile background for thrilling possibilities.



DRAWN BY ME AND MR SHEPARD HELPD  
 MAP OF THE ENCHANTED FOREST

Mr. Milne could not make history repeat itself. But he proves that he can in this altogether delightful story contribution—*Winnie-the-Pooh*. This is the tale of the amazing adventures of Christopher Robin's favorite Big Bear and of the charming Christopher. Winnie-the-Pooh, who was

*Hansel and Gretel* and Other Stories by the Brother's Grimm. (With twelve plates in full color and many in black and white.) Kay Nielsen, illustrator. George H. Doran Company, New York. Boxed, \$5.00.

This world famous illustrator has made of

*Hansel and Gretel* a children's treasure house of art. The criticism that illustrations limit the child's imagination does not apply to this edition for Mr. Nielsen's pictures will lead the imagination of the most creative child to undiscovered heights.

*Bubbleloon.* By Edith Keeley Stokeley. (With 6 color drawings and many black and whites.) George H. Doran Company, New York. \$3.00.

To the place where there are "no groan-ups allowed" goes the little red-cloaked girl who was carried off in a soap bubble. This is a modern fairy tale no child can resist, and every child will be delighted with the pictures of the merry adventures of the little girl and her traveling companions.

*Skazki.* Tales and Legends of Old Russia. Told by Ida Zeitling. Designed and illustrated by Theodore Nadejen. (With end papers in full color, twelve full color illustrations mounted on gray paper, twelve black and whites on gold, mounted on gray paper, and seventy-two half page black and whites.) George H. Doran Company, New York. \$5.00.

A collection of tales of native origin, gathered from various sources and told here in most cases for the first time, their characteristic poetry and humor set in a framework of dignified and easy prose. In Mr. Nadejen's illustrations are the very core and spirit of the stories, as only a Russian can know them. Brilliant in color and design, his work combines the fantasy of that strange country with the essential simplicity that underlies all beauty.

*Skunny Wundy and Other Indian Tales.* By Arthur A. Parker (Gawaso Wanneh). George H. Doran Company, New York. \$3.00.

Gawaso Wanneh, an Indian of the race of Hiawatha, has here set down for the benefit of the boys and girls of today, those tales of wonder which generations of Indian children listened to in the great bark-

houses of the Iroquois many years before the white man came. These are the tales that fell from the lips of Ha-gon-sa-dis, Carver of Faces, whose hut was full of the beautiful things he had made; of Black-snake, who knew all the mighty monsters and their hunters; and of Two Guns, who told fascinating stories of the Jungies—the Indian fairies. These are only a few of the tales—mostly about animals—which Gawaso listened to spellbound in his own youth, and which he now passes on to the rest of us.

*Little Lucia's School.* By Mable L. Robinson. E. P. Dutton and Company. \$1.50.

This is the story of a little girl who is sent away to school while her mother and father travel in Europe. Laddie, her pet collie, and Mr. Shiny, a spirited black horse, help her to forget to be homesick. It is a story for the story's sake, and that means the children will love it.

*What Happened in the Ark.* By Kenneth M. Walker and Geoffin M. Boumphrey. E. P. Dutton and Company, New York. \$2.00.

Many, many years ago all the animals in the world lived happily together until one hot afternoon a magpie told them she had seen, over the hills, an old man with a white beard building an Ark. When the rains and darkness came all the animals fled to the Ark for shelter and the rest of the story tells, with delicious humor and understanding, of their struggles to adjust themselves to each other and their strange surroundings.

Read how the elephant drank the bath water and of the sad fate of the Wumpetty-Dumps and you will understand why at the end of forty days and nights the old happy relationships had entirely disappeared.

Get your child *What Happened in the Ark* so you can read it yourself. You will enjoy it as much as playing with his Christmas toys.



*Pudding Lane People.* By Sarah Addington. Little, Brown and Company, Boston. \$2.00.

Pudding Lane, that delightful village ruled by Old King Cole, was all agog when the Jack of Hearts attempted to start a school. It took Jill and The Man in the Moon together to frustrate him.

Which is just one of the exciting happenings in this Lane already made famous by Miss Addington.

*Jerry Muskrat at Home.* By Thornton W. Burgess. Little, Brown and Company, Boston. \$1.50.

Jerry Muskrat certainly was a busy little fellow, and Peter Rabbit was so lazy he couldn't understand why Jerry took so much pains in building his new house in Smiling Pool or why he worked so hard to lay up food for the winter. He was smart, too—much smarter than you would think,

as Reddy Fox discovered to his sorrow. Those who have read of the good times and exciting adventures around the Pool and up the Laughing Brook already know and love Jerry Muskrat, the stories of whose friends, Billy Mink and Joe Otter, were told in the earlier volumes of the Smiling Pool Series.

*Shen of the Sea.*—Chinese Stories for Children. By Arthur Bowie Chrisman. E. P. Dutton and Company, New York. \$2.00.

Mr. Chrisman's *Shen of the Sea* won the John Newbery Medal for the "most distinguished contribution to American children's literature during 1925." These Chinese tales are told in an utterly fascinating manner and are admirably illustrated by Else Hasselrus, the Danish artist who revived the art of the silhouette in Europe.

### *Among the Magazines*

SCHOOL AND SOCIETY for September presents *Reorganization of Administration in Public School Education* by Dr. H. B. Davis, principal of the Pittsburgh Training School for Teachers. With severe criticism of present educational conditions, he gives some interesting definitions. "Education is a public expense for which service is the common human end." "Reduced to lowest terms: fitting into the community; working for the common good; an early and more or less perfect adjustment to the demands of the times; the ability to solve life's problems, as they arise, in terms of individual experience, combined with the ability to test the reliability of one's own solution; such are the marks of an educated person." "A definite knowledge of youth as a subject of study, in its interests, its native endowment, its differential development through analysis, preparatory to allocation, are the essentials without which there can be no real administration and no distinctive community

service." "The development of citizens is a slow and discriminative process." His list of fundamental functions of a training school is too long to quote in full, but it is interesting and one is especially glad to note that he lists self-control, self-discipline, and self-expression as "the supreme requirements for intimate association with children."

The American Medical Association in the October issue of its popular periodical *HYGEIA* offers an educational number. Under the title, *My Son Goes to Kindergarten*, Helen Shaw Thorngate has a message for parents which teachers will appreciate. She says, "I visited the kindergarten the other day. I went not merely because I belong to the patrons' association and recognize it as my duty to go, but because I could not resist beholding my darling in his new setting." Here we have the two most common motives which move parents to

visit schools. But the reaction of her husband on discussing her visit with him leads her to see that there is another and more important reason—namely to study the child from the teacher's standpoint. This she finds a blow to her complacency, but of so much value that she urges it on all mothers. "An analysis of your child's attitude toward group play and his cooperation and spirit will be most valuable to you both." "One of the chief ends of all education is to fit a person to live with others. The beloved outstanding figures in any community are most likely to be those who have made a success of the art of cooperating with other people . . . who are able to submerge themselves in the interests of the group." "Small habits, slight physical defects, and mental attitudes that go unnoticed in the home have the capacity to be forever stumbling blocks to his (the child's) success." "Let us give time and attention to assisting the teacher to train the children to profit the most from the long process of education."

The weekly bulletin of the California State Board of Health issued by Dr. William Palmer Lucas is quoted in this number of *HYGEIA* in—*Charting the Day for the Runabout Child*. Dr. Lucas says, "In planning the day for the runabout child there must be almost as much elasticity as the child himself possesses." With the

preface, "He should be as carefully and intelligently charted as when he was a baby," he lists the essentials of rest, food, physical care, and play, having this to say of the last named, "Two hours of play fill the morning hours, play under supervision with some aim and purpose."

Dr. Smiley Blanton, director of the child guidance clinic of Minneapolis and

Margaret Gray Blanton contribute jointly an article on *Training the Child to Obey*. Dr. Blanton will be remembered as a speaker on the Minneapolis program of the International Kindergarten Union. Written primarily for parents, this article is very suggestive for all who deal with children. "In spite of the best training by the wisest parents, the child will do some definite things that will have to be stopped." Confronted with this problem which is easily recognized as the common fate of all who deal with

children, what shall be done? The authors believe that physical punishment has value with the very young child but say of it, "It must be sharp, short, and used for the purpose of giving a conditioned reflex . . . the most important method of learning with which the child is originally endowed." Of its continuance, they lay down the general rule, "It is fairly safe to say that the child should not be given physical punishment before the second year or after the eighth if the intelligence is

# SCHOOL AND SOCIETY

## Reorganization of Administration in Public School Education

Supreme requirements for intimate association with children—self-control, self-discipline, and self-expression.

H. B. Davis.

# HYGEIA

## My Son Goes to Kindergarten

An analysis of your child's attitude toward group play and his cooperation and spirit, will be most valuable to you both.

Helen Shaw Thorngate.

## Training the Child to Obey

It is fairly safe to say that the child should not be given physical punishment before the second year or after the eighth if the intelligence is normal.

Smiley Blanton.

# TIME

## Announcement of Children

There are magazines devoted exclusively to the raising of cattle, hogs, dogs, flowers, and what not, but until now, none on the most important work of the world—the rearing of children.

normal." They also give practical illustrations and cautions in its use. Will all child experts agree to the necessity of physical punishment? The second type of punishment, which they call psychological is considered by them good in that it does not cause physical pain and is less likely to establish feelings of revolt and rage in the child. But to prolong it with constant reference to his behavior and the withdrawal of the parent's approval is distinctly bad. How adults resent similar treatment as "nagging!" They say, "From the standpoint of mental hygiene there is probably no one element in the home training that is more destructive." They make one observation that is especially worthy of note. "One should also remember that only in morbid individuals does discomfort remain as discomfort. In a healthy child, the discomfort soon turns to anger, and the effect of the punishment has been nullified." The article is illustrated with specific incidents and gives as its summing up, an attitude toward children's behavior which would make life easier and happier for many children and parents, were it generally adopted. They say, "Parents must have a philosophy of life—a philosophy of what they wish for the child in the way of behavior and a philosophy for themselves that permits them to accept failure without a feeling of being personally thwarted." "There are many things that no discipline on the part of parents can give, but that age itself will give. We spend years trying

to teach children to sit still, without success because nature tells them to move. When maturation of the nervous system occurs and they get so they can sit still, we point to them with pride and say, 'See, what we have done?' The result has been obtained in spite of effort."

TIME in its October fourth issue announces the first number of a new periodical of especial interest to readers of CHILDHOOD EDUCATION. It is called CHILDREN and is issued by the Parents' Publishing Association, Inc., of Manhattan, specifically for parents. The editors introduce it as follows—"There are magazines devoted exclusively to the raising of cattle, hogs, dogs, flowers, and what not, but until now none on the most important work of the world—the rearing of children. . . . In the words of Phillips Brooks, 'The future of the race marches forward on the feet of little children.'" The list of four dozen "advisory editors" is impressive, containing as it does, specialists in child care of all possible varieties, as TIME puts it, "lending distinction no matter how little actual work." The articles listed cover all ages ranging from *Before Your Child Goes to School*, to *Shall Jack Play Football?* TIME calls it "an efficient magazine" by professional child-rearers." This field is still so little touched that this new periodical should find a warm welcome from those whose serious interest is childhood.

ELLA RUTH BOYCE.

Except the Christ be born again tonight  
In dreams of all men, saints and sons of shame,  
The world will never see his kingdom bright.  
Stars of all hearts, lead onward thro' the night  
Past death-black deserts, doubts without a name,  
Past hills of pain and mountains of new sin  
To that far sky where mystic births begin,  
Where dreaming ears the angel-song shall win.

—Vachel Lindsay.

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